THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Workplace Conflict Management on Staff Performance in Ghana's Tertiary Institutions: A Study of Bolgatanga Polytechnic, Ghana

Ibrahim .D. Yakubu
Registrar, Bolgatanga Polytechnic, Ghana
Joana Rita Tembil
Senior Assistant Registrar, Department of General administration, Bolgatanaga Polytechnic, Ghana
John Ayuekanbey Awaab
Lecturer, Department of Statistics, Bolgatanga Polytechnic, Ghana

Abstract:
The analysis which included the quantitative analysis aimed at assessing the main conflict management strategies that can influence the performance of staff in the Bolgatanga polytechnic. Using the quantitative research design and the stratified sampling technique, a sample of 105 respondents were selected for the study. Questionnaires were administered to the respondents to collect data on workplace conflict and performance of employees of the Bolgatanga Polytechnic. The SPSS (version 16.0) was used to process and analyzed the data and then presented in the form of means and multiple regression analysis. The findings revealed that communication was ranked as the highest workplace conflict factor fellows by rewards, resources and management practices. This implies that if the organization wants to increase its employee performance it must consider 100% improvement of communication, rewards, resources and management practices. The finding further revealed that there is a significant relation between employee performance and the workplace conflict (scare resource, management practices, & rewards). The study also confirmed that staff performance would increase by 49.8% if there is 100% improvement in thirty-party strategies within the organization. The study concludes that there are varieties of issues that influence staff performance within organization. Whereas most of these factors influence employees of the Bolgatanga polytechnic to improve performance; others did not motivate them to perform well on the job. Thus, whereas resources, management practice, communication and rewards by management serve as workplace conflict factors that influence staff performance within the polytechnic while other's workplace strategies and communication as well as identification and fulfillment of needs do not influence them to give off their best on-the-job. A comparative analysis would further determine the target-country specific motivation and expectations of foreign students. By recommendation, the polytechnic management can consistently address the issues of incessant strikes by adopting alternative strategies in resolving the polytechnic conflicts as the usual remedies have not been adequate.

Keywords: Workplace, conflict, staff performance, management and conflict management

1. Introduction

Conflict has been detected to be in all human organizations including institutions of higher learning. It could be referred to as all forms of opposition, disagreement or friction between two or more parties and it manifests in the forms of arguments, protests, demonstration, aggression and other destructive behaviours (Uchendu, *et al.*, 2013). According to Putnam & Krone (2006), conflict occurs due to complex nature of the organization. If conflict can be handled properly, it has a positive impact on employee satisfaction (Dana, 2000). Awan *et al. (2015),* had mentioned it a tool to improve utilization of resources, which ultimately increase organizational performance.

A number of research discoveries indicated that various forms of conflict also arise at varying degrees and proportions in institutions of higher learning. Amuseghan (2007) for illustration, bring into being that the level of incidence of student-authority conflicts in the United Kingdom (UK) and Canadian universities was high while Awosusi (2005) testified that the level of occurrence of staff-authority conflicts in Nigerian tertiary institutions was also high.

Conflict can therefore be described as a fact of life. It can be said to be a reality in any social system. In the Ghanaian University and Polytechnic systems, there had been chains of conflicts which had led to gradual but steady disruption of academic activities. The Kwame Nkrumah University of Science and Technology (KNUST) was closed down in the last quarter of the year 2018 resulting from conflicts that affected the semester work (Oswald, 2018). The Rector of Bolgatanga polytechnic was chased out of the Polytechnic's premises following an unresolved conflict between the workers and the Rector (Oswald, 2018). In related instances, universities academic calendars across the globe experienced adjustments due to staff demands. The aftermath of conflicts seemed to have a major impact on staff effectiveness that further influence the commitment of workers in their duties leading to the state of productivity. Albert (2005) reported

that the staffs of universities are always battling with being engaged in their assigned duties and staying idle due to incessant conflicts. Many scholars have identified different conflict management strategies being used in organizations. This study will focus on the levels of workplace conflict, effects of workplace conflicts on staff performance and conflict management strategies. Cetin & Hacifazlioglu, (2004); Owusu-Mensah (2009); Riaz & Junaid (2011) outlined some outcomes of workplace conflicts to include low job satisfaction, low confidence, low organisational commitment, lack of job involvement, tension, anxiety and inability to influence decisions for instance Canada, USA, Nigeria in Africa and in the Ghanaian context. This gap encourages this study.

The success of academic institutions depends on their management of differences that exists among workers. Tertiary education is an important component in human capital development that prepares graduates to acquire skills required for the world of work. It is arguably indispensable to the building of a strong and viable economy (Akindele*et al.,* 2012). Research on management of conflict at higher academic institutions has been conducted among private and public institutions across the globe as reported by Trow (2000). It was reported that higher education provides the much-needed human resources for actively improving the economy of nations and guaranteeing rapid changes (Oni, 2012). The greater the opportunity given to any groups of people for higher education, the more expansive the horizon for rapid social and economic development. In view of making education accessible to all citizens of Ghana, governments expand educational institutions including tertiary institutions across the country. However, research has shown frequent conflicts in these institutions in recent years. Dealing with employee conflict in a timely manner is important to maintaining a healthy work environment (Brookins& Media 2008). The general goal in conflict management and communication is usually to allow the people to participate in the process and to engineer an action plan that allows the people to resolve the conflict with dignity. A specific conflict may move along the scale depending on the situation and the cause. Negative issues usually arise from concerns of personal equity, or resource allotments. Academicians generally expect a voice or influence in governance and therefore any unfulfilled expectation results in conflict. Workplace conflict in a positive or negative way may affect the nature of the activities of an organisation whether beneficial or destructive (Cetin & Hacifazlioglu, 2004). In addition, workplace conflicts management offers interpersonal relationship satisfaction, creative problem solving, the growth of the global workforce, domestic workplace diversity and leads to improve efficiency, creativity and profitability (Axelrod & Johnson, 2005).

Bolgatanga polytechnic has a culturally rich, dynamic and diverse workforce comprising a variety of personalities who are in competition within themselves and externally with the outside market to gain a competitive edge in the tertiary education sector. Bolgatanga polytechnic has not been subjected to such a study. Since employees are the key players in a conflict situation, while at the same time form the key resources in driving performance. Bolgatanga polytechnic therefore provides a good basis to ascertain the influence of conflict management on organization performance.

1.1. Statement of the Problem

There has been an increase in interest on workplace conflict in recent years (Foeken*et al.,* 2010; Bernard Rashidat, 2014; Awan *et al.,* 2015; Emmanuel, Babatunde, Nanle&Olalekan, 2015). Many of these studies focused on the causes of conflicts which can arise over a multiple of organisational experiences, such as incompatible goals, differences of values and philosophies or disputes over shared resources. A number of studies have further been conducted on conflict management strategies including arbitration, communication, third party intervention and negotiation (Foeken*et al.,* 2010; Adebile&Ojo, 2011; Osisioma*et al.,* 2011; Saduna 2012; Emmanuel, *et al.,* 2015). Kazimoto (2013) analyzed the elements of a conflict management process and leadership organizational change and the benefits of managing conflict.

Many of the studies on causes and management of organizational conflicts were done outside Ghana. These studies particularly focus on financial institutions and manufacturing organisations. Research on conflict management and organisational performance are very few. In Nigeria, most of the available studies about conflict management such as Adebile and Ojo (2012), Osisioma, Osisioma and Chukwuemeka (2012), Bankole and Lawal (2012), Fatile and Adejuwon (2011), Ige, Adeyeye and Aina (2011), and Obasan (2011) investigated causes of conflicts across various organisational settings and suggested several measures or strategies for managing organisational conflict.

While conflict occurrence has been observed to be inevitable in human organisations, the impact of conflict managing strategies on staff performance have remained topical issues and matters of concern to individuals, groups and scholars (Adeyemi & Ademilua, 2012; Johannes, 2014; Emmanuel *et al.,* 2015). Thereof, the current study differs from previous studies as it seeks to identify conflict management strategies adopted in Bolgatanga polytechnic and the impact of management strategies of conflict on staff performance. It also seeks to bridge the knowledge gap by establishing implications of conflicts on institutional performance of Bolgatanga polytechnic.

1.2. Purpose of the Study

The purpose of the study is to assess the impact of workplace conflict on staff performance with reference to Bolgatanga polytechnic.

1.3. Research Objectives

The main objective of the study is to assess workplace conflicts management on staff performance in Bolgatanga polytechnic. The specific objectives are:
- To determine the level of workplace conflicts on staff performance in Bolgatanga polytechnic.
- To examine the effect of workplace conflicts on staff performance in Bolgatanga polytechnic.
- To examine the contribution of conflict management strategies on staff performance of Bolgatanga polytechnic.

1.4. Research Questions

The research asked the following questions:

- What are the levels of conflicts on staff performance in Bolgatanga polytechnic?
- What are effects of workplace conflicts on staff performance in Bolgatanga polytechnic?
- What are the contributions of conflict management strategies on staff performance of Bolgatanga polytechnic?

2. Literature Review

2.1. Concepts of Workplace Conflicts

According to Bernard and Rashidat, (2014), conflict creates considerable ambiguity and shrubberies many scholars' and administrators quite indeterminate about its implication and application and how best to cope with it. Conflict is a process in which one party suggests that its interests are being opposed by another party. As a rule, people see only the observable aspect of conflict such as angry words or actions of opposition but that is only a small part of the conflict process (Mashanne & Glinow, 2008).

According to Schramm-Nielsen (2002), conflict is defined as a state of substantial difference of opinion about something which is well thought-out or perceived vital by the one party and the other party disagrees. Conflict is correlated to the definite part of the management and such kind of organizational behaviour which leads toward the organizational politics (Khan, 2016). It is associated to desisting one person from achieving its goals and objectives. It can cause the other person failure to achieve its goals and can create an opposing dispute and disagreement between employees. It can be observed on the basis of individual, group and organizational levels.

Olu*et al.,* (2008) reported that, conflicts have a bad effect on groups and it may also act as an encouraging and a motivating factor for employees. Conflict is essential and unavoidable human phenomenon which forms part of daily life (Doğan, 2016). In human interaction there is a likelihood of agreements and disagreements among individuals and groups that can lead to conflicts. Previous research by Johdi and Apitree (2012), Shahmohammadi (2014) and Opoku-Asare, *et al.,* (2015) indicate that conflict happens whenever disagreements exist in a social setting over issues of substance. It was also reported that conflict pertains to the opposing ideas and actions of different entities fueled by the opposition of one party to another, in an attempt to reach an objective different from that of the other party resulting in an antagonistic (Kipyego, 2013; Johdi&Apitree, 2012).

Previous studies on conflict expressed that it may arise when wants, needs and beliefs between two or more parties struggle to agree (Johdi and Apitree, 2012). According to Obi (2012), in order to fulfil their demand employees often engage in an act of discontentment and contention, which is the main logic behind conflicts. Dispute that occurs when interests, goals or values of different individuals or groups are incompatible with each other in organizations are the reason behind conflict (Olukayode,2015).

2.2. Types of Workplace Conflicts

The various forms of workplace conflicts can be described as good or bad depending on how functional they are. It is inappropriate to describe all conflicts as good or bad.

Functional conflict is a type of workplace conflict that is constructive. Robbin (2001) defines functional conflict as the conflict that supports the goals of the group and improves its performance. It is considered as a skirmish between two ideas, goals and parties that progresses employees and organizational performance. Identification of problem and opportunity findings are one of the benefits of this types of conflicts. Generation of new ideas, learning, and growth among individuals can also causes out of it (Kinicki and Kreitner, 2008).

Dysfunctional Conflict is a type of conflict that obstructs group performance, affects productivity, job satisfaction, exchange of ideas, information and resources in groups and between departments. Managers suppress information from one another and employees incapacitate others work, either intentionally or through subtle, conflict-motivated disinterest in team work (Kinicki&Kreitner, 2008).

2.3. Importance of Workplace Conflicts

Conflict management goes a long way in strengthening the bond among the employees and half of the problems automatically disappear. Individuals must feel motivated at work and find every single day exciting and challenging. Conflict management avoids conflicts to a great extent and thus also reduces the stress and tensions of the employees. No one likes to carry his tensions back home and if you fight with your colleagues and other people, you are bound to feel uncomfortable and restless even at home (Mike, 2012).

According to Calaby (2017), Conflict management plays a very important role at workplaces to **prevent conflicts** and for the employees to concentrate on their work. The team leaders must ensure that the roles and responsibilities of each and every employee are clearly passed on to them. Conflict management also plays an important role in our personal lives. Tussles and fights spoil relationships and only increase our list of enemies. Conflict must be avoided at workplace as it spoils the ambience and spreads negativity. Conflict management prevents fall out between staffs, friends, relatives and makes life peaceful and stress free.

Conflict management helps to find a middle way, an alternative to any problem and successful implementation of ideas. Through conflict management skills, an individual explores all the possible reasons to worry which might later lead to a big problem and tries to resolve it as soon as possible. Conflict Management is very important because it is always wise to prevent a fight at the first place rather than facing its negative consequences. Stress disappears, people feel

motivated, happy and the world definitely becomes a much better place to stay as a result of conflict management. Managing conflict well can help find creative solutions to internal relationship issues, and can help to prevent environments that breed negativity, stress, demotivation and general employee unrest (Calaby 2017).

2.4 Causes of Workplace Conflicts

According to Bell and Hart (2011) Conflicts in the workplace are often fueled by emotions and perceptions about somebody else's motives and character. When conflict occurs in the workplace, it can reduce morale, lower work productivity, increase absenteeism, and cause large-scale confrontations that can lead to serious and violent crimes.

Jaffee (2008) traces the causes of workplace conflict back to two areas. He says it stems from distinct tensions which arise when unique individuals with different goals and objectives have to work in an organization with a single goal and objective. There is a natural tension in this relationship. Another cause of conflict in organizations is the division of labour. This is because in almost all organizations workers are assigned specific jobs in specific departments and this approach tends to undermine unity and stimulate conflict.

Hotepo, Asokere, Abdul – Azeez and Ajemunigbohun (2010), mentioned found lack of resources, dissimilar anticipation, rivalry, lack of collaboration, interdependence and communication glitches as factors creatingindustrial conflicts. Obasan (2011) recognised unacceptable terms of employment, poor human relations between management and workers,non–consultation with employees, anti-union attitude of administration and lack of actual instrument for stoppage of conflict as multiple causal factors of workplace conflict. Structure and nature of company also causes conflict (Johdi and Apitree,2012). Indiscipline among the staff, status differences, sharing resources, goal differences and poor working conditions are some of the other reason behind conflicts. For Dick and Thodlana (2013), management practices, flow of command also causes conflicts. For Ahmed (2015) &Mellisa (2017), difference in personalities of employees also causes conflicts. Johdi&Apitree (2012), highlighted sharing of scarce resources often causes conflicts in schools. Moreover, Dick and Thodlana (2013) &Madziyire et al. (2010), found dissimilar allocation of budget as a cause of conflict resolution. Lack of transparent communication often create conflict between employees. Poor communication in the workplace not only causes conflict but also decreases productivity and employee morale (Ahmed, 2015; Mellisa, 2017). According to Johdi and Apitree (2012) too much communication can result in misinterpretations, misconstructions that cause conflict too. Unnecessary favor to some employees often causes conflicts Reuben *et al.,* (2016). Lack of practical knowledge even if an employee has sufficient theoretical knowledge also causes conflict. Favoritism also causes conflicts (Omboko, 2013).

Adebile and Ojo (2012) also identified sources of workplace conflict as follows: Disagreements between persons that occur when one of the persons experiences stress; Problems ensuing from role conflict, a situation that happens when there is a clash over an individual function in the organization; Clash of power tussle between individuals and between groups over the accomplishments of set objectives; Misunderstandings leading to disagreements over other people's problems and manner of solving these problems; Improper communication and interaction breakdowns as a result of the interdependence requirements for collaboration; Pressures from external forces outside the organisation that results in breeding internal pressures as the organisation tries to adjust to these changes.

According to Nahavandi et al. (2015), sources of conflict can either be personal or organisational as some conflicts are related to individuals having incompatible goals while others are related to the way an organisation is structured or managed. Personal conflict can be traced to differences in individual's value, perceptions or culture while organisational sources can be traced to the following:

Goal Incompatibility is said to be the source of many conflicts because of the fact that many departments within the organisation focus on different tasks and functions.

Uncertainty: Due to frequent changes in the work environment leading to uncertainty which makes it difficult for managers to have a clear direction, many are forced to adapt to "rapidly shifting environmental constraints" and are therefore, under pressure which invariably leads to conflict as departments and employees within the organisation deal with changing goals.

Resource Scarcity: Competition over scarce resources by employees and departments within the organisation can also result to conflict as they try to get hold of the limited resources to meet their goals.

Reward System: This encourages employees to do their best but such also brings about rivalry and competition among groups and individuals thereby creating conflict.

Interdependence: This is when employees depend on one another to get their work done. Conflict arises when the interdependence is high as each person's goals, values and ways of doing things are different.

2.5. Conflict Management Strategies

The success of the organization depends on the ability of conflict recognition and conflict management. Conflict management implies integration of all factors which can contribute to conflict resolution or its prevention. Those factors are improvement of communication and practicing discipline in the organisation, as well as having in mind the life phases of parties included. Different authors identify various approaches to conflict management.

Rahim cited by Emanuel *et al.,* (2015) defined conflict management as the process of maximizing the positive aspect of conflict while minimizing the negative aspect of conflict in order to enhance learning and improve organizational effectiveness. The author also considered good communication and problem solving as vital tools in managing conflicts.

According to Swanstom and Weissmann (2005), conflict management is seen as a requirement that is needed to initiate preventive measures to conflicts. The author further added that managing conflict required putting down appropriate measures to prevent the problem from reoccurring.

All the above definitions of conflict management helped the Researchers to attain a deeper insight into the concept of conflict management. The definitions emphasized how to attain the best out of conflict situations in order to make the individual more effective. Therefore, in order to achieve these targets, some practices or styles would have to be adapted. These practices are known as conflict management practices or styles.

There are different ways to manage conflicts, some of them are focused on interpersonal relations and others are fundamental changes. To deal with a conflict in a productive manner is the perfect way of conflict resolution within the organization. Therefore, conflict management becomes indispensable to deal with conflicts and following are the steps of conflict management according to Omisore and Abiodun, (2014):

- Identify the causes and effects of conflicts regarding physiological and psychological aspects.
- Alteration of the conflicts directions to resolve it and make the parties to conflicts informed about the causes, effects of conflicts including psychological and physiological so, they can avoid conflicts.
- And this alteration of conflicts direction leads towards the solution of conflicts or conflicts resolution.

There are number of styles of conflicts management within organisations but Kamran *et al.,* (2016) reported the dominating styles which include domination, obligatory, compromise and integration. Ajike and Akinlabi, (2015) argued that there are five conflicts prevention methods which include win/lose method, accommodating, lose/win method, avoidance lose/lose. Each of the methods contributes to conflict resolutions that bring solutions to existing conflicts in organisations.

2.6. Compromising Conflict Resolution Procedures

The compromising strategy or conflict resolution procedures typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution. This strategy prevails most often in conflicts where the parties hold approximately equivalent power. Business owners frequently employ compromise during contract negotiations with other businesses when each party stands to lose something valuable, such as a customer or necessary service.

According to HagarandKumi (2015) through compromise, managers try to resolve conflict by finding a middle ground between two or more positions. The method highlighted forms of compromise which include separation, in which conflicting parties are kept apart until they agree to a solution; arbitration, in which conflicting parties submit to the judgment of a third party; and bribing, in which one party accepts some compensation in exchange for ending the conflict. Thus, the premise behind compromise is that partial victory is better than winning nothing at all. Ideally, in a compromise, each side gives up something of lesser value in order to achieve or retain a great goal. This is in confirmation of Shani and Lau's (2000) assertion that compromise reflects the mid-point between the styles, and involves give-and-take by both parties. This position further explained that in the compromising orientation, both conflicting parties gain and give up something they want.

2.7. Win-Lose method

According to Machingambi and Wades (2012), in a university environment, Win-Lose approaches to conflict management largely find expression in the disputes occurring between a department chairperson and a lecturer, a lecturer and another lecturer as well as a student and another student and the attendant efforts to settle the disputes. McNamara (2007) identified major limitations associated with win-lose solutions to conflict management: its emphasis on victory implies that it is a closed approach that is fraught with bias and prejudice and it intensifies antagonism and hostility between the winning and losing groups.

2.8. Win-Win approach

This approach allows both parties to a conflict to benefit something though not necessarily equal because this strategy involves elements of bargaining and compromising. Weaver (2003) views this strategy as providing the parties involved in a conflict an opportunity to be subjects. Onsarigo (2007) alludes to this view by adding that it involves the process of collaboration in which parties work together to define their problems and then engage in mutual problem-solving. The crux of the issue here is that parties participate in the search for a solution and where possible they are persuaded to see each other positively and to see each other's position as legitimate.

2.9. Withdrawal

According to Shani and Lau (2000) the avoidance orientation implies an aggressive, disobliging approach in which both parties ignore the concerns involved by evading the issue or postponing the conflict by deciding not to deal with it. HagarandKumi (2015) contend that avoidance as a strategy is usually expressed by apathy, withdrawal, and indifference. People who use this technique simply Withdraw from the conflict and attempt to ignore it.

Other strategies or mechanisms for resolving conflicts include the Contingency Approach or Measures (Machingambi& Wades, 2012), Third-Party Intervention (Alcover, 2009; Volpe and Chandler, 2008 Antunes *et al.,* 2007). Alcover (2007) proposes the use of an Ombudsman whilst Volpe and Chandler (2007) advocate the use of what they term as Pandemics. The Contingency Approach to conflict resolution in tertiary institutions is different in many ways. Unlike the Win-Lose and Win-Win approaches, which seek to prescribe blue print for conflict resolution, Contingency Approach as described by Machingambi and Wades (2012), is non-prescriptive. The approach stems from the simple observation that no one particular strategy or approach can suit all types of conflict at all times. As Pang *et al.,* (2007) accurately point out, it should not be assumed that one strategy is any more correct than the other or that any one approach represents the truth

about conflict management. Machingambi and Wades (2012) argue that it is incumbent upon leaders in tertiary education institutions to take into account the nature and circumstances surrounding a conflict when deciding how best to resolve it. Musembi and Siele (2004) assert that conflict in universities takes many forms and arises out of the interaction of complex conditions. Consequently, conflict is not manageable through the application of simple prescriptions.

2.10. The Conflict Process

Conflict is a process in which one party suggests that their interests are being opposed by another party. As a role, people see only the observable part of conflict as angry words and actions of opposition. But this is only a small part of the conflict process (Mcshane & Glinow, 2008). According to Robins (2005), the conflict process consists of five stages as shown in Figure 1.

- Potential opposition or incompatibility;
- Cognition and personalization;
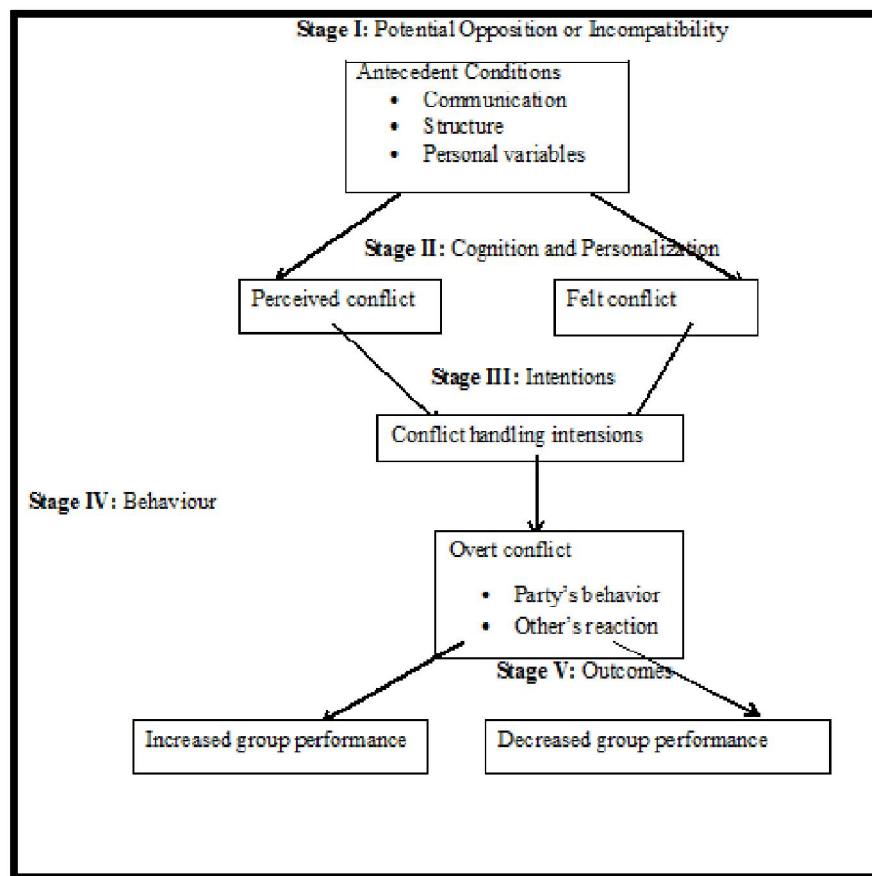- Intentions;
- Behavior; and
- Outcome.

Figure 1: The Conflict Process
Source: Robbins, (2005)

2.11. Conflicts and Staff Performance

Conflicts in general are inevitable and are found in daily human interactions. Regarding types where conflicts can be noticed, marriages, families, churches, ethnic groups, nations and workplaces conflict often arise (Deutsch, Coleman & Marcus 2006; Afful-Broni, 2012; Olivia & Nancy, 2016). Most of the conflicts are coming with negativity just like workplace conflict. The process of a task along with content generally gives birth of workplace conflict. Many relationships like superior and subordinate; subordinate and subordinate or superior and superior are getting affected through conflict.

Conflict severely affects the quality of works of employees along with productivity. High rate of absenteeism, stress, reduces confidence levels, and produces anxiety and frustrations are the outcomes of it. According to Riaz & Junaid (2011), lowered job motivation, humiliation and physical illness are some of the effect of it. They also mentioned that these directly causes dissatisfaction among clients, therefore outlined some outcomes of workplace conflict to include low job satisfaction, low confidence, low organisational commitment, lack of job involvement, tension, anxiety and inability to influence decisions.

Conflicts in the minds of individuals are considered as a negative influence or source of resistance which hinders the successful accomplishment of their goals. Conflicts do have negative impacts on individuals or groups but it also has

some positive impacts as well and it depends upon the characteristic of the conflicts. Sometimes organization utilizes conflicts to achieve highest level of performance and efficient decision making. Positive conflicts result in effective decision making particularly in task-oriented conflicts and enhance the group performance.

The employees that are engaged in promoting the positive conflicts help to increase the interchange of ideas among individuals and groups, which helps in improving the overall performance of individuals as well as groups (Kehinde, 2011). Hence, it can be said that conflict affects an employee performance and also lead to psychosomatic disruption, which affects an individual health as well.

Conflicts somehow also helps in releasing positive energy and acts as a catalyst sometime to encourage employee towards work and serves as a motivational factor to motivate employee for competition of performance and also helps an individual in dealing with the conflicts (Omisore & Abiodun, 2014).Institutional conflict can be detrimental to staff performance Yu-Chih, Chen, Chen, Sheu, (2011). Several research findings indicate that conflict between teaching staff and school administrators have a significant positive relationship on the performance of institutions of higher learning (Uzma, Zohurul & Sununta (nd); Agbonna, Yusuf &Onifade, 2009; Adeyemi, Ekundayo & Alonge (2010); Alajekwu, H. N. &, Alajekwu, U. B. (2017).

The aftermath of workplace conflicts gives the impression to have a major impact on staff effectiveness. Staff effectiveness is the obligation of workers in their duties leading to high productivity. Also, staff effectiveness is the ability of staff to put in maximum performance at work in order to realize the desired goals and objectives of the institution. As rampant as the conflicts in tertiary institutions so also are the various effects on the effectiveness of staff performance. This is evident on the quality of work put in by the university staff especially lecturers in trying to catch up with the loss time during conflicts. Conflicts in the universities result in low or no form of work. This tends to weaken staff satisfaction and morale as their needs are left unmet. Assessing the engagement level of staff during and after conflicts in the South-West federal universities is of paramount importance considering the huge number of students whose performance could be affected (Evuarherhe & Olatunde, 2016).

Staff work effectiveness during or after conflicts is usually a reflection of the extent to which universities unions persuade workers to react to the issues yet to be resolved. This according to Ongori (2009) would manifest in various work attitudes such as low or high morale and inaction or lack of zeal for duties. As most conflicts are as a result of clamouring for better welfare, continuation of conflicts influences workers' productivity and ultimately hinders the achievement of goals in the organization. According to Ongori (2009) empirical findings show that organizations are adversely affected by conflicts in terms of performance and wastage of scarce resources. Similarly, organizational conflicts like those of the Nigerian universities do have positive effects especially in increasing innovativeness and improving the quality of decisions in the institutions. In addition, conflicts build the spirit of teamwork and cooperation among the employees. This occurs especially when the staff of the universities come together to resolve the conflict.

2.12. Challenges in Managing Conflicts

Conflict management in spite of its importance, still has some challenges. These challenges cut across from the individual level to the organizational level. One of the major challenges of conflict management is that, some of the conflict management strategies usually turn out to be time consuming and this may cost the institution so much. In choosing the appropriate style for a particular conflict situation, a time-consuming approach may be required and much of productive time would have to be forfeited in order to effectively employ a particular conflict management strategy. De Drue and Weingart (2003) found consistency with this argument on conflict management strategies. Also, managers may get carried away by the conflict management process such that, they may not realize it is eating into normal working hours.

According to Ellen, (2014) one of the challenges that could be encountered in managing conflict is the occurrence of some form of errors. One of such errors is the probability of solving a wrong problem. An error usually occurs when there is lack of proper diagnosis of the problem and where there is inadequate understanding of the nature and cause of the conflict leading to the application of the wrong intervention to the problem.

Another challenge that could be encountered is lack of cooperation on the part of the two parties involved in the conflict. When either of the parties or both parties are reluctant to take active part in the conflict management process, the success of the entire style may not be achieved. According to Cronin and Weingart (2007) cited in Ellen, (2014) conflict between or among people is associated with emotions. When the person handling the conflict does not have the professional skills needed to deal with the problem, it may end up worsening the situation. Conflict cannot just be managed by anybody. There are some technicalities required in managing conflicts. Choosing the appropriate conflict management strategies could be very challenging as suggested by Euwema*et al.* (2007). But mangers still need to jump this hurdle and manage the problem. When a wrong approach to handling a particular problem is adopted, the end results could be disastrous (Brooks, 2009). It takes a professional to identify and choose the appropriate conflict management strategies to solve the right problem.

Substantive conflict was considered as good conflict while affective conflict was considered as bad conflict (De Church & Marks, 2002). Rahim (2002) drew a conclusion that, there was a positive correlation between the two dimensions of conflict and this is considered as a challenge. Simmons and Petersons (2000) also reported a positive correlation between the two dimensions of conflict.

2.13. Relationship between Workplace Conflicts on Staff Performance

As organizations strive to achieve their goals, they are often met with challenges they must overcome as a team. Challenges leave room for conflict between members, other organizations, communities and other parties involved in the

organization's mission. While conflict often has a negative connotation, the effects of conflict within an organization can be positive and negative (Brookins& Media, 2002).

Staff performance according to Todd (2009) is the total output of workers in their duties. It involves the overall dexterity of staff in his duties to achieve the organizational goals. This includes the conduct of staff, their skills, expertise, morale, interpersonal relationships with colleagues and their ability to abide with management policies without stress. The work environment generally is a collective of various individuals and groups from different cultural, social, political and economic backgrounds. Given this scenario, the interests and expectations of employees in organizations is bound to differ (Igbaji, 2009). These variations in staff are expressed in their various responses to duties during conflicts. Workers' collective interest is represented through expressions by the workers' trade unions like POTAG and UTAG in the polytechnics and universities.

Staff work effectiveness during or after conflicts is usually a reflection of the extent to which universities unions persuade workers to react to the issues yet to be resolved. This according to Ongori (2009) would manifest in various work attitudes such as low or high morale and inaction or lack of zeal for duties. As most conflicts are as a result of clamouring for better welfare, continuation of conflicts influences workers' productivity and ultimately hinders the achievement of goals in the organization. As per Ubabuko (2010), many industrial unrests have been noticed by tertiary institutions (universities) in Nigeria in educational sub-sectors. Repeated and sudden closure, low educational standard had been noticed. Low performance and wastage of scarce resources are result of conflicts (Ongori, 2009). Whereas, this many Nigerian universities face positive results due to conflict like innovativeness and improving the quality of decisions. Conflicts also improve teamwork and cooperation, especially when employees come to resolve it.

Conflicts provide energy at every level of human activity which can cause positive results. But at the same time, it creates detrimental effect when members of an organization become frustrated and want to terminate relationship with organization. This become more dangerous when the members are part of the executive board or heads of committees. As per Ahmed (2015), in case of extreme situation, many people take leaves, company slows down severely. It encourages more gossip and create frustrations. Confusion of choices also cause conflicts. If conflicts not managed properly, it causes loss of trust and productivity, hinges on the cohesion.

According toOmisore and Abiodun, (2014)the general assumption is that conflict tends to have negative consequences for both the individual and the organization which translate into loss of valuable money and profit. When conflict escalates without mediation, intense situations may arise between organization members. It's unfortunate, but organizational conflicts may cause violence among members, resulting in legal problems for members and possibly the organization. This results in lack of concentration and coordination among employees which become a reason which can affect work performance of employees and as a result of which overall organizational productivity suffers (Kamran *et al.,* 2016).

According to Maccoby and Studder (1998), in situations where the conflict type was destructive rather than constructive, the appropriate conflict management strategy should be employed if not, organizational effectiveness may not be achieved. In the same way, if the conflict is constructive and the appropriate conflict management mechanism is not employed, organizational effectiveness may lack. It has been observed that if conflicts are not properly managed, it can cause work delays, lack of interest, less focus towards work, less working efforts and sometimes in extreme cases it can be turn out as extreme failure of group (Hotepo, Asokere, Abdul-Azeez & Ajemunigbohun, 2010).

Conflicts which are not managed carefully results in the elimination of individuals and results in lack of desire to contribute in other groups or lack of enthusiasm to serve as a helping hand in other group's activities within the organization (Hotepo *et al.,* 2010). When conflict occurs, there is a tendency for morale to be lowered hence it connotes a stressful, unhappy, depressing, annoying and frustrating state of affairs that may adversely affect teaching, learning, and schooling effectiveness (Opoku-Asare, *et al.,* 2015). Within the academic institution conflict makes the educational process more complicated.

According to Dontigney and Demand, (2008), in any situation involving more than one person, conflict can arise. The causes of conflict range from philosophical differences and divergent goals to power imbalances. Unmanaged or poorly managed conflicts generate a breakdown in trust and lost productivity. For tertiary institutions, where success often hinges on the cohesion of a staff, loss of trust and productivity can signal the death of the institution.

2.14. Empirical Review

In recent times, a lot of scholarly works have gone into the study of conflict and conflict management at the work place. These studies have shown light on the major causes of conflicts in the work place and how these conflicts can be managed properly for the good of the organisation. Besides, these studies also gave some understanding on the link between conflict at work place and staff performance. For instance, Jeraldine, et al (2015) carried out a study on the causes of conflicts and their impact on performance at workplace. Their study established that limited resources, issues on salaries and wages and interpersonal problems are the major causes of conflicts at most workplaces. They realised further that the management of conflicts has both positive and negative impact on conflicts. According to their findings, if conflicts are managed properly, the positive outcomes from them will be used to encourage innovativeness and cooperation among employees. This study confirmed an earlier study by Hotepo et al. (2010) which also found limited resources at work place to be cardinal causes of conflict at workplace. This early study equally noted conflict as a two-apron material, on one hand it is has a negative impact on an organisation and on the other hand it has positive impact on organisational performance.

Similarly, Ajike (2015) discovered from his study that there is a significant positive relationship between conflict management and organisational performance. This reinforces the positive impact of conflict if it is managed properly. Again, Igbokwe (2014) discovered that conflict in itself is not entirely bad for an organisation as it can help the

organisation to stimulate innovativeness and good decision making among employees therefore leading to a very stronger organisation than the pre-conflict state. In their study also, Omisore and Abiodum (2014) discovered that if conflict is not well managed and on timely bases, productivity or services delivery in an organisation can reduce drastically. They equally acknowledged the positive impact of conflict on performance of firms if managed properly on timely manner. They recommended early diagnoses of conflicts and focusing attention on conflicting parties and negotiation between them is also very vital. They further recommended that force and intimation should never be used in the resolution of conflicts. In a very recent time, Osakede (2018) conducted a conflict management study on Nigerian tertiary institutions using a chi-square non-parametric technique. A sample size of 500 respondents was used in this study. The study realised that conflict management in these institutions engendered stakeholder participation in decision making thus leading to more cohesiveness among staff after conflicts. Notwithstanding, these revelations, they equally noted that where conflicts were not attended to in good time, it hindered the educational development of the institution in question. Along with conflict and its result or outcome, many studies have been done to understand the conflict resolution strategies. Finally, legal scholarship has contributed a lot to manage conflict. Despite of many attempts, but we have yet to fully leverage these disparate contributions in an overarching, integrated, and coherent manner. Some of the following questions are not being answered from the current literature review:

- How are outcomes organizational level efforts are being influenced by the group level?
- To what extent conflict management dynamics at the team and individual levels shape broader organizational strategies?
- What is the association between outside legal compressions and conflict outlines and tendencies across levels of analysis within organizations?

Rabinowitz (2014) asserted that instead of creating a conducive atmosphere for resolving conflict, an insecure boss usually resorts to bullying, arrogance, and power games. The little mistake is blown out of proportion as they believe they never make mistakes and that it is always someone else's fault. Therefore, it is important for institutional heads to be equipped with various conflict resolution strategies.

The absence of a coherent interdisciplinary integration of conflict research rests, to a large extent, on the fact that each discipline has focused on qualitatively different dimensions of conflict and its management with an emphasis on different actors operating at different levels of analysis, and with a focus on a different set of outcomes.

Johdi and Apitree (2012) found that the easiest way to prevent conflict is to ensure good communication. The school head therefore needs to constantly meet with all sectors of the institution to speak out and set the record straight to avoid distortions that may lead to conflict (Madziyire*et al.,* 2010). Due to favouritism, conflict arises in organizations because the workers are not selected according to agreed criteria.

A comprehensive understanding of organizational conflict requires, therefore, a framework that can assist in piecing together the rich tapestry of conflict and conflict management insights developed over the past decades across different substantive domains, involving different actors, and playing out at different levels of analysis. This research seeks to contribute to existing conflict and conflict management research by assessing workplace conflicts management and its effects on staff performance in Ghana's tertiary institutions.

2.15. Conceptual Framework of the Study

Workplace conflict can have influence on staff performance positively or negatively. Staff of every institution is the greatest asset. Based on the literature reviewed a conceptual framework which discusses the causes of workplace conflict and explained the influence of conflict management strategies on staff performance was developed as shown in Figure 2. Furthermore, a conflict management strategy would need to be adopted for use, which defines its management strategies and other factors such as leadership style, institutional culture and institutional structure all influence the performance of staff in an organization. In the process of managing conflict, conflict management strategies are used. In choosing a particular strategy of managing conflict, there are some factors that need to be considered. Some of these factors include the organizational structure and policies among others. The conflict management strategies adapted and the influencing factors go a long way to affect the general performance of the organization. When the appropriate conflict management strategies are adapted putting into consideration the influencing factors, a positive outcome could be achieved leading to organizational growth. On the other hand, when a particular style of managing conflict is adapted without considering the influencing factors, the positive results expected could not be achieved leading to poor organizational performance
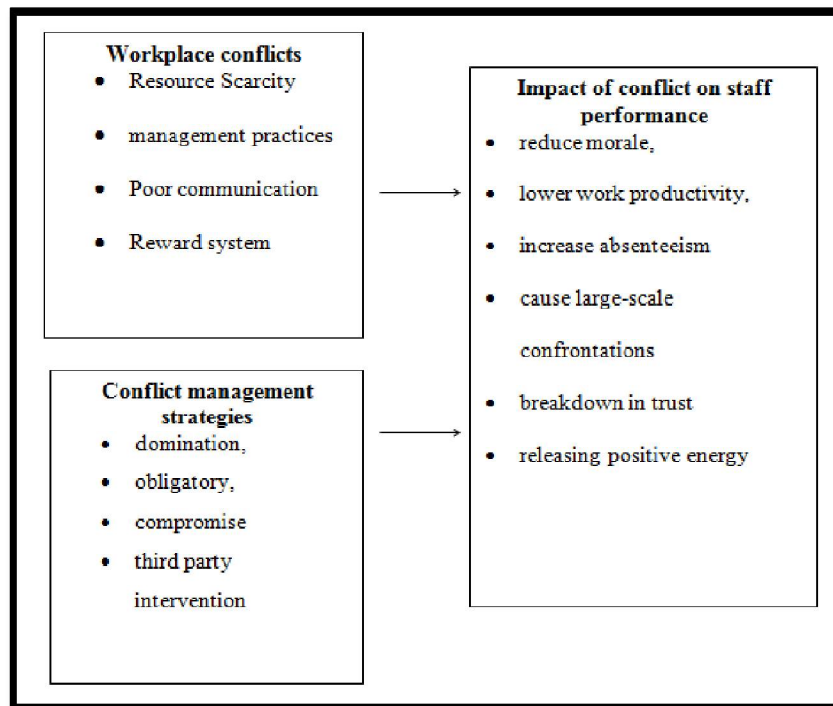
Figure 2: Conceptual Framework
Source: Author's Construct, 2019

3. Research Methods

3.1. Research Design

Kothari (2003) defined research design as the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. According to Burns and Groove (1997), the design of a study is the end result of a series of decisions made by the Researchers concerning how the study will be conducted. The design is closely associated with the framework of the study and guides planning for implementing the study. According to Polit and Hungler (1995) research designs vary with regard to how much more structure the Researchers imposes on the research situation and how much flexibility is allowed once the study is underway.

3.2. Population

A population is a theoretically specified aggregation of study elements (Ranjit, 2011). It is the aggregation of elements from which study sample is actually selected (Polit & Beck 2010). A population is made up of all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the Researchers (Creswell, 2014). The Bolgatanaga municipality has few tertiary institutions and Bolgatanga polytechnic is the only technical tertiary institution which has a total staff population of 175, comprising 85 academic staffs, 42 administrators and 48 junior staff.

3.3. Sample Size

According to Ojo (2003), the sample size of a research, consists of selected elements from a population for the purpose of study, bearing in mind that the selected elements represent the population. Sample size is the finite part of a statistical population whose characteristics are researched in order to gain information about the organization (Naoum, 2009). There is the need to apply a technique for sample-size determination for effective and balanced data collection as suggested by (Hintze, 2000; Castelloe, 2000). The following formular was applied in this research for determination of sample size as suggested by Miller and Brewer (2003) $n= \frac{N}{1+N\ (e)2}$; where n is the sample size, N (175) is the population size and e (0.05) is the precision level $n = \frac{175}{1+175\ (0.05)2}$ $= \frac{175}{1.44} = 122$

A simple proportion formula was then used to determine the sample for staff category as follows; (respondents per unit) = $\frac{n}{N}$ × total no of each unit.

Staff Category	Population	Sample
Academic Staff	85	$\frac{122}{175} \times 85 = 59$
Administrative Staff	42	$\frac{122}{175} \times 42 = 29$
Junior Staff	48	$\frac{122}{175} \times 48 = 34$
Total	175	122

Table 1: Staff Population of Bolgatanga Polytechnic
Source: (Authors Construct, 2019)

3.4. Sampling Techniques

According to Cooper and Schindler (2001), sampling lowers cost, gives more accurate results, and ensures greater speed of data collection and availability of population elements. Based on this, the research was purposively based on academic and administrative staff of Bolgatanga polytechnic comprising the key working class of the institution. This selection though purposively chosen, represented more than sixty per cent of the total number of staff in the Polytechnic. Purposive sampling has been used to select the senior management staff in the study area. Causal and part time staffs were however excluded from the selection of sample. These categories of staff were selected because of the close geographical locations and ease of data collection for the Researchers.

3.5. Measurement Variables

Based on the nature of the data generated and the time available, the Researchers considered a "questionnaire" which was an appropriate tool to achieve the objectives of this research. A designed questionnaire which consists of five parts, first part the socio-demographic data, the second part deals with the causes of workplace conflict, the third part looks into relationship between workplace conflicts and staff productivity, the fourth part comprises the conflict management strategies and the fifth part looks into cost implications and staff turnover due to workplace Conflict. The impact of workplace conflict contains several items which include staff responsibility, type of management strategies used in human relations, addressing grievance, and leadership. The cost implications look into monies paid due to litigations, compensations, legal fees, staff turnover and damages of properties. The last part establishes factual evidence on the relationship between workplace conflicts and work output which considers the extent of workplace conflict on the output of the staff in the institution. This research variable therefore included conflicts causes, effects, conflicts management techniques and outcomes.

3.6. Data Collection Procedure

Before the data was collected, the questionnaire was pre-tested to establish its validity and reliability but this was not included in the study. It was pre tested by having 7 respondents fill the questionnaire exploring the wording, grammatical content, questions and ascertaining ways to improve the quality of the data under study.

After pre testing, the amendments were done to improve the questionnaire based on the comments and recommendations made. The Researchers sought permission from Bolgatanga polytechnic management and administered the questionnaire to the selected staff in person. The Researchers then gave each respondent at two working days to fill the questionnaire. All the questionnaires were collected by the Researchers.

3.7. Data Collection Instrument

This research used both primary and secondary data. Primary data for this study was collected using structured questionnaires. Jones & Rattray (2010) defined a questionnaire as measuring instruments that asks individuals to answer a set of questions or respond to a set of statement. A questionnaire is a method of data collection that asks participants to give written or verbal replies to a written set of questions. It is a quick, convenient and inexpensive method of collecting standardised information (Jones & Rattray 2010). A questionnaire can be used to collect information on attitudes, knowledge and experience of staff (Parahoo 2006). A structured written questionnaire that uses a quantitative self-report technique, as outlined by Polit & Beck (2010), will be used to collect data in this study. The objective of the questionnaire was to decipher the information needs of researcher into a set of specific statements that respondents were willing and able to answer.

The data collected by someone else, which has already been collected are known as secondary data (Kothari, 2004). According to Polit& Beck (2010), secondary data is to test new hypothesis or explore new relationships. Published and unpublished materials and annual reports are some of the sources of secondary data. Secondary data usage is often time savings. Here the data collection instrument is being guided by the research objective. The sections of the questionnaire are Demographic characteristics of the respondents to ascertain if there were employees with institutional memory, causes of workplace conflicts, relationship between workplace conflict and staff productivity, and conflict management strategies. The other section sought to find out the cost implications and staff turnover due to workplace conflicts. Questionnaire can be both closed ended, open-ended, even a combination of both. Here it is closed ended. In order to get simple, unbiased, accurate and complete information, the questionnaire has been designed in a very simple manner.

3.8. Data Processing and Analysis

According to Parahoo (2006, p.375), data analysis is "an integrated part of the research design", and it is a means of making sense of data before presenting them in an understandable manner. Descriptive analysis will be carried out on the data collected. Analysis of quantitative data is carried out using numbers so the reply to each question of Part A of the questionnaire will be coded using numbers on an ordinal scale of 1 to 5. Numbers on an ordinal scale are in ascending order, with no equal steps implied between the numbers (Parahoo 2006). The reply to each question in the other sections of the questionnaire will be coded using numbers in the normal sense. The services of a statistician will be engaged to input the data directly to the computer package SPSS (Social Packages for the Social Sciences) and to analyse the data as advised by Walters & Freeman (2010).

Statistics is an invaluable tool that provides Researchers with various techniques to analyze and interpret data collected from research projects. The use of statistical techniques allows Researchers to understand data and to draw conclusions about the topic being investigated. Data that were generated from the research regarding the causes of workplace conflict, and the inter-relationships between the two variables were subjected to detail analysis.

Specifically, bio data were analysed using cross tabulation and frequencies. Objective one, descriptive analysis was done based on frequencies and cross tabulation to discover the causes of workplace conflicts. Objective Two and Three, questions were subjected to frequency analysis and regression analysis, Pearson correlation and ANOVA was used to check whether the scale used is measuring any relationships or not. The analysis was done with Microsoft excel and SPSS version 24.

Statistical Package for Social Sciences (SPSS) was the data analysis software that was adopted through which data was converted to percentages and inferential statistics deduced from the data. Correlation was used to capture the influence of conflict and its management strategies on staff productivity. The results were presented using tables to give the research findings a clear picture at first glance.

3.9. Reliability Testing of the Questionnaire

The data collection instrument has been adopted from Pintrich and deGroot's (1990) Motivated Strategies for Learning Questionnaire (MSLQ) and include: All items are responded to on a Likert scale of 1-5, where 5 = Strongly agree and 1 = weak agreement. *Asterisked items are reverse scored, so that the opposite is true (i.e. 1 = Strongly agree and 5 = Strongly disagree). High score indicates a high belief in *perceived task value*. To establish whether the items on this questionnaire all reliably measure the same construct (*perceived task value*), 105participants completed this questionnaire. Reliability analysis has been done using Cronbach's alpha based on their scores. Details of the results are shown below:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.872	31

Table 2: Reliability Statistics

From the Reliability Statistics table. The Cronbach's alpha coefficient is 0.856 which is greater than 0.7 suggesting the questionnaire is reliable

4. Results and Discussion

This section presents the data and discusses the findings of the study. The findings are presented under three broad sections in accordance with the specific objectives of the study. The sections focused on the specific objectives of the study. The analysis was based on 105 respondents that took part in the study within Bolgatanga polytechnic. To establish whether the items on this questionnaire are all reliably measured the same construct (*perceived task value*), 105participants completed this questionnaire, so reliability analysis was performed using Cronbach's alpha based on their scores. Details of the results are shown in appendix A and multiple regression analysis was performed to ascertain the effect of workplace conflict on employees' performance within the Bolgatanga polytechnic.

Performance	N	Mean	Std. Deviation
Communication	105	17.1048	2.48427
Resources	105	15.2952	3.04746
Management practice	105	11.0476	2.11397
Rewards	105	17.0857	2.37824
Valid N (listwise)	105		

Table 3: Shows the Levels of Conflicts on Staff
Performance in Bolgatanga Polytechnic

From the analysis in the table 1 shows that total Communication mean workplace conflict was 17.1048 with the standard deviation of 2.48427. It was clear that as the level of workplace conflict increased with an increasing employee

performance as indicated by the p-value=0.000, significant though, there was significant linear relationship between employee performance and poor communication system within the Polytechnic. Poor communication is one of the main causes of conflict between employees in the workplace. This can result in a difference in communication styles or a failure to communicate. Failing to communicate in the workplace may cause employees to make incorrect assumptions and breeds workplace gossip. Poor communication in the workplace not only causes conflict but also decreases productivity and employee morale (Ahmed, 2015; Mellisa, 2017). According to Johdi and Apitree (2012) too much communication can result in misunderstandings that cause conflict too.

Johdi and Apitree (2012) found that the easiest way to prevent conflict is to ensure good communication. The school head therefore needs to constantly meet with all sectors of the institution to speak out and set the record straight to avoid distortions that may lead to conflict (Madziyire*et al.,* 2010). Due to favouritism, conflict arises in organizations because the workers are not selected according to agreed criteria

For the cases of scare resources, the mean workplace conflict was 3.04746 with the corresponding standard deviation of 3.04746. It was also ascertained that employee's level of workplace conflict increases with an increasing employee's performance within the organization. Also, there was a significant linear relationship between employees' performance and scare resources. This study confirmed an earlier study by Hotepo et al. (2010) which also found limited resources at work place to be cardinal causes of conflict at workplace. This early study equally noted conflict as a two-apron material, on one hand it is has a negative impact on an organisation and on the other hand it has positive impact on organisational performance. Jeraldine, et al (2015) carried out a study on the causes of conflicts and their impact on performance at workplace. Their study established that limited resources, issues on salaries and wages and interpersonal problems are the major causes of conflicts at most workplaces. They realised further that the management of conflicts has both positive and negative impact on conflicts. According to their findings, if conflicts are managed properly, the positive outcomes from them will be used to encourage innovativeness and cooperation among employees

For the cases of Management practice the mean workplace conflict was 11.0476 with the corresponding standard deviation of 2.11397. It was also ascertained that employee's level of workplace conflict increases with an increasing employee's performance within the organization. Also, there was a significant linear relationship between employees' performance and Management practice. A study by Dick and Thodlana (2013) revealed that much of management practices was characterized mainly by dictatorial tendencies reinforced by top-down chain of command with inflexible administrative mandates from higher levels of authority enforced with harsh consequences for any form of dissent. A difference in personalities among employees is another cause of workplace conflict. Employees come from different backgrounds and experiences, which play a role in shaping their personalities. When employees fail to understand or accept the differences in each other's personalities, problems arise in the workplace (Ahmed, 2015; Mellisa, 2017).

Finally, for the case of rewards the mean workplace conflict was 17.0857 with a standard deviation of 2.37824. It was ascertained that there is a significant relationship between employees' performance and rewards within the polytechnic as the organization increase the rewards package then the employee performance would automatically rise since every employee wants to be rewarded.

Comparatively communication was ranked as the highest workplace conflict factor fellows by rewards, resources and management practices. This implies that if the organization wants to increase its employee performance it must consider 100% improvement of communication, rewards, resources and management practices. Details of the analysis are shown in the APPENDIX A.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.563[a]	0.317	0.31	3.80195	0.317	47.745	1	103	0
2	.634[b]	0.402	0.391	3.57344	0.086	14.595	1	102	0
3	.682[c]	0.466	0.45	3.39521	0.063	11.99	1	101	0.001
Model		Sum of Squares	Df	Mean Square	F	Sig.			
1	Regression	690.141	1	690.141	47.745	.000[a]			
	Residual	1488.849	103	14.455					
	Total	2178.99	104						
2	Regression	876.506	2	438.253	34.32	.000[b]			
	Residual	1302.484	102	12.769					
	Total	2178.99	104						
3	Regression	1014.721	3	338.24	29.342	.000[c]			
	Residual	1164.269	101	11.527					
	Total	2178.99	104						

Table 4: Shows the Effects of Workplace Conflicts on Staff Performance
a Predictors: (Constant), Resources
b. Predictors: (Constant), Resources, Management Practice
c. Predictors: (Constant), Resources, Management Practice, Rewards
d. Dependent Variable: Staff Performance

The multiple correlation coefficient (0.682) test was conducted to establish whether there is a significant relation between employee performance and the workplace conflict (scare resource, management practices, & rewards). It is clearly showing that the correlation coefficient 0.682 and p-value=0.0000 indicated that there is a signification relationship between employee performance and workplace conflict (scare resource, management practices, & rewards). Communication was not statistically significant factors that lead to employee performance and these factors were excluded in analysis.

The overall test of the analysis of variance conducted on employee performance that determines the significance of the factors (scare resource, management practices, & rewards) and their impact on employee performance (the dependent variable). The study required P-value ranged between 0.00 and 0.05 for significant factors. The coefficient of the determination was 0.466 and this implies that 46.6% of the total variation in the employee performance within the polytechnic is beings explained or accounted by scare resource, management practices, & rewards and 53.4% of the remaining variation is explained by other factors. This implies that the responses were best fit the employee performance within the polytechnic.

The effect of workplace place conflict on the employee performance. It is clearly showing that resources contribute 31.7% of explaining the employee performance. This implies that when resources are enough employees turn to performance well which leads to long term growth of the organization. According to related studies in many schools' teachers are obliged to share the scarce resources and the scarcer the resources are, the greater is the potential for conflict (Johdi&Apitree 2012).

Regarding managerial implication, it contributes 8.5% of explaining employee performance. This implies that when employees adopt various management practice then performance would have improved within the organization.

Coefficients[a]											
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	18.347	1.908		9.618	.000					
	resources	.845	.122	.563	6.910	.000	.563	.563	.563	1.000	1.000
2	(Constant)	13.650	2.174		6.279	.000					
	resources	.653	.126	.435	5.204	.000	.563	.458	.398	.839	1.191
	management practice	.691	.181	.319	3.820	.000	.493	.354	.292	.839	1.191
3	(Constant)	7.831	2.663		2.941	.004					
	resources	.469	.131	.312	3.594	.001	.563	.337	.261	.700	1.428
	management practice	.614	.173	.284	3.542	.001	.493	.332	.258	.825	1.211
	rewards	.555	.160	.288	3.463	.001	.520	.326	.252	.762	1.312

Table 5
a. Dependent Variable: Staff Performance

The regression equation is therefore y = a + b1 x1 + b2x2 + b3x3. When the values from the table are computed, the equation becomes y = 7.831+.469 (resource) +0.614(management practice) + 0.555 (rewards)

From the analysis the co-efficient value for resources in the organization was 0.469. This means that all things being equal, when the other independent variables (management practice and rewards) are held constant, employee performance would increase by 46.9% if there is 100% improvement in resource of the organization. This was statistically significant (0.001<0.05) i.e. the variable (resources) is making a significant unique contribution to the prediction of the dependent variable (employee performance).

From the analysis the co-efficient value for management practice was 0.614. This means that all things being equal, when the other independent variables (resources and rewards) are held constant, employee performance would increase by 61.4% if there is 100% improvement in management practice of workplace conflict. This was statistically significant because it has p-value less than 0.05 i.e. the variable (management practice) is making a unique contribution to the prediction of employee performance.

The rewards also make a unique contribution towards employee performance as an increase in rewards would leads to an increase in employee performance by 55.5%. This implies that if the polytechnic wants to higher performance then they must improve upon the resources, management practice and rewards which would lead to higher employee performance within the organization.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.304ᵃ	0.092	0.083	4.3821	0.092	10.473	1	103	0.002
Model		Sum of Squares	Df	Mean Square	F	Sig.			
1	Regression	201.105	1	201.105	10.473	.002ᵃ			
	Residual	1977.886	103	19.203					
	Total	2178.99	104						

Table 6: The Contributions of Conflict Management Strategies on Staff Performance
a. Predictors: (Constant), Third-Party
b. Dependent Variable: Staff Performance

The correlation coefficient (0.304) test was conducted to established whether there is a significant relation between staff performance and conflict management strategies (thirty party & others). It is clearly showing that the correlation coefficient 0.304 and p-value=0.002 indicated that there is a signification relationship between staff performance and conflict management strategies. Others strategies such management dominance, ignorance of conflict and given parties listening ears were found not be statistically significant factors that lead to staff performance and these factors were excluded in analysis.

The overall test of the analysis of variance conducted on staff performance that determines the significance of the factors (thirty party and others strategies) and their impact on staff performance (the dependent variable).there is a significant relationship between performance and workplace conflict strategies (thirty-party) as indicated P-value=0.002 .The coefficient of the determination was 0.092 and this implies that 9.2% of the total variation in the staff performance within the polytechnic is beings explained or accounted by thirty party strategies and 90.8% of the remaining variation is explained by other factors. This implies that the responses were not best fit the employee performance within the polytechnic.

Coefficientsᵃ										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	24.656	2.090		11.797	.000					
	Third-party	.498	.154	.304	3.236	.002	.304	.304	.304	1.000	1.000

Table 7
a. Dependent Variable: Staff Performance

The regression equation is therefore y = a + b1 x1 +e. When the values from the table are computed, the equation becomes y = 24.656+.498 (Thirty-party)
From the analysis the co-efficient value for thirty-party in the organization was 0.498. This means that all things being equal, when the other independent variables (others strategies) are held constant, staff performance would increase by 49.8% if there is 100% improvement in thirty-party strategies within the organization. This was statistically significant (0.002<0.05) i.e. the variable (thirty-party) is making a significant unique contribution to the prediction of the dependent variable (staff performance).

For the cases of the intercept which coefficient value 24.656. This means that if there is no workplace conflict management strategies employee performance would be 24.656.

Similarly, Ajike (2015) discovered from his study that there is a significant positive relationship between conflict management and organisational performance. This reinforces the positive impact of conflict if it is managed properly. Again, Igbokwe (2014) discovered that conflict in itself is not entirely bad for an organisation as it can help the organisation to stimulate innovativeness and good decision making among employees therefore leading to a very stronger organisation than the pre-conflict state. According to Hagar and Kumi (2015) through compromise, managers try to resolve conflict by finding a middle ground between two or more positions. The method highlighted forms of compromise which include separation, in which conflicting parties are kept apart until they agree to a solution; arbitration, in which conflicting parties submit to the judgment of a third party; and bribing, in which one party accepts some compensation in exchange for ending the conflict. Thus, the premise behind compromise is that partial victory is better than winning nothing at all. Ideally, in a compromise, each side gives up something of lesser value in order to achieve or retain a great

goal. This is in confirmation of Shani and Lau's (2000) assertion that compromise reflects the mid-point between the styles, and involves give-and-take by both parties.

In their study also, Omisore and Abiodum (2014) discovered that if conflict is not well managed and on timely bases, productivity or services delivery in an organisation can reduce drastically. They equally acknowledged the positive impact of conflict on performance of firms if managed properly on timely manner. Alongside research on workplace conflict and its consequences for performance and other outcomes, organizational behaviour scholars have also attempted to better understand the ways in which individuals and teams manage conflict, distinguishing between a number of different styles and strategies and linking these to performance outcomes. Finally, legal scholarship has also shown a great deal of interest in organizational efforts to manage conflict

5. Summary of Key Findings

The findings revealed that communication was ranked as the highest workplace conflict factor fellows by rewards, resources and management practices. This implies that if the organization wants to increase its employee performance it must consider 100% improvement of communication, rewards, resources and management practices.

The finding further revealed that there is a significant relation between employee performance and the workplace conflict (scare resource, management practices, & rewards). It is clearly showing that the correlation coefficient 0.682 and p-value=0.0000 indicated that there is a signification relationship between employee performance and workplace conflict (resource, management practices, & rewards). It was also established that resource, management practices and rewards positive impact on the staff performance with the polytechnic.

The study also confirmed that staff performance would increase by 49.8% if there is 100% improvement in thirty-party strategies within the organization. This was statistically significant (0.002<0.05) i.e. the variable (thirty-party) is making a significant unique contribution to the prediction of the dependent variable (staff performance). Ajike (2015) discovered from his study that there is a significant positive relationship between conflict management and organisational performance. This reinforces the positive impact of conflict if it is managed properly.

The research identified the regression model that best described employee performance to be y = 24.656+.498 (Thirty-party). The findings revealed that Bolgatanga polytechnic staff performance can be increase when there is 100% improvement upon the management practice, resources, and rewards which would translate into high performance with regression model to be staff performance=7.831+.469 (Resource) +0.614(Management Practice) + 0.555 (Rewards)

6. Conclusion

The analysis which included the quantitative analysis aimed at assessing the main conflict management strategies that can influence the performance of staff in the Bolgatanga polytechnic. The study concludes that there are varieties of issues that influence staff performance within organization. Whereas most of these factors influence employees of the Bolgatanga polytechnic to improve performance; others did not motivate them to perform well on the job. Thus, whereas resource, management practice, communication and rewards by management serve as workplace conflict factors that influence staff performance within the polytechnic while others workplace strategies and communication as well as identification and fulfillment of needs do not influence them to give off their best on-the-job.

It can also be concluded that Bolgatanga polytechnic can be properly managed workplace conflicts when there are 100% improvement upon the thirty-party strategies which would translate into higher performance. This study concluded that compared to a dominating party, a compromising party would let go more easily but not as much as an obliging party would. Also, a compromising party would directly focus on an issue more than an avoiding party but does not carry out deep investigations as much as an integrating party.

7. Recommendation

Additional research should be conducted to gain representative data from the polytechnic and possibly compare the results with data from other polytechnic, preferably public polytechnics. A comparative analysis would further determine the target-country specific motivation and expectations of foreign students. By recommendation, the polytechnic management can consistently address the issues of incessant strikes by adopting alternative strategies in resolving the polytechnic conflicts as the usual remedies have not been adequate.

8. References

i. Burns, Alvin C., & Bush, Ronald F. (2009). *Marketing Research*. New Jersey: Prentice Hall.
ii. Castelloe, J. (2000), "Sample Size Computations and Power Analysis with the SAS System," in *Proceedings of the Twenty-Fifth Annual SAS User's Group International Conference*, Cary, NC, SAS Institute, Inc.,Paper 265-25.
iii. Creswell, John W. (2014). Research design: qualitative, quantitative, and mixed methods approaches / John W. Creswell. — 4th ed. SAGE Publications, Inc.
iv. Dawson, R., (2002). '5 Basic Principles for Better Negotiating Skills', Available at *http://www.creonline.com/principles-for-better-negotiation-skills.html*
v. Hintze, J. (2000), *PASS 2000*, Number Cruncher Statistical Systems, Kaysville, UT, Software for MS-DOS systems.
vi. Jones M. & Rattray J. (2010) Questionnaire design. In *The Research Process in Nursing*, 6th edn. (Gerrish K. &Lacey A., eds), Wiley-Blackwell, Oxford.
vii. Kothari, C. R. (2004). Research Methodology: Methods and Techniques. 3rd Edition. New Age International (P) Ltd., Publishers
viii. Malhotra, N.K. (2002). *Marketing research: an applied orientation* (3rd ed.). New Delhi: Pearson Education Asia.

ix.   Miles, M. B., A. M. Huberman, and J. Saldaña. 2013. *Qualitative Data Analysis: A Methods Sourcebook*: SAGE Publications.

x.   Mugenda, M.O. and Mugenda, G.A. (2003). Research Methods: Quantitative and Qualitative Approaches. Nairobi: Acts Press.

xi.   Ojo, O. (2003). *Fundamentals of research methods*. Ibadan: Nelson Clemmy Press.

xii.   Parahoo K. (2006) *Nursing Research: Principles, Process and Issues*, 2nd edn. Palgrave Macmillan, Houndsmill.

xiii.   Polit D.F. & Beck C.T. (2010) *Essentials of Nursing Research: Appraising Evidence for Nursing Practice,* 7th edn. Wolters Kluwer Health / Lippincott Williams & Wilkins, Philadelphia.

xiv.   Ranjit K. (2011). Research methodology: a step-by-step guide for beginners. 3rd edition. SAGE Publications Ltd

xv.   Bolgatanga polytechnic, (2016). Bolgatanga polytechnic 5th Congregation Report. Derisco Company Ltd. Pp 11.

xvi.   Walters S. & Freeman S. (2010) Descriptive analysis of Quantitative data. In *The Research Process in Nursing*, 6th edn. (Gerrish K. &Lacey A., eds), Wiley-Blackwell, Oxford

xvii.   Afful-Broni, A. (2013). Conflict management in Ghanaian schools: a case study of the role of leadership of Winneba Senior High School. *Journal of Educational Planning & Administration*, *2*(2), 65-76.

xviii.   Ajike, E.O, Akinlabi, B.H., Magaji, N. &Sonubi, A. O. (2015). Effect of Conflict Management on The Performance of Financial Service Organisation In Nigeria: An Empirical Study of Access Bank PLC. *International Journal of Economics, Commerce and Management, United Kingdom.* Volume III, Issue. pp 260- 272.

xix.   Alajekwu, H. N. &, Alajekwu, U. B. (2017). Conflict management and organisational performance in institutions of higher learning in South Eastern, Nigeria. Proceedings of IASTEM International Conference, Pune, India, 25th-26th August 2017.

xx.   Albert, I. O. (2005). *Conflict Management and Resolution in Research Supervision.* A paper presented at the workshop organized by postgraduate school, University of Ibadan.

xxi.   Alcover, C. Mª. (2007). Encuesta sobre el uso de la mediación entre los Defensores Universitarios españoles de universidades públicasy privadas. [Survey on the use of mediation by the University Ombudsman in public and private Spanish universities]. Madrid: Universidad Rey Juan Carlos, unpublished document.

xxii.   Antunes, P., Silva, S. and Borges, M. (2007) Alternative Dispute Resolution Based on the Storytelling Technique. Groupware: Design, Implementation, and Use. 13th International Workshop, CRIWG 2007, Bariloche, Argentina, September 2007 Proceedings, J. Haake, S. Ochoa and A. Cechich. Lecture Notes in Computer Science, vol. 4715, pp. 15-31. Heidelberg, Springer. ISBN: 978-3-540-74811-3. DOI: 10.1007/978-3-540-74812-0_2.

xxiii.   Brookins, M. and Media, D. (2002): The Business Review, Workplace Conflicts not inevitable, California, W. Bruce Newman.

xxiv.   Brooks, I. (2009), *Organizational Behavior,* 4th Ed. UK: Pearson Education Ltd. p.248

xxv.   Burton, J. (1998), *Conflict Resolution as a Political Philosophy*, New York: Penguin Books

xxvi.   Conflict management practices in selected basic schools in the Ashanti Region. Thesis submitted to the Department of Managerial Science, Kwame Nkrumah University of Science and Technology in partial fulfillment of the requirements for the degree of Master of Business Administration (Hrm Option) School of Business, KNUST College of Arts and Social Sciences.

xxvii.   De Church, L. and Marks, K. (2001), *Organizational Behavior*, New York: Harper and Row Printing Press.

xxviii.   De Dreu, C. K. W. & Gelfand, M. J. (2008). Conflict in the workplace: Sources, dynamics, and functions across multiple levels of analysis. In, C. K. W. De Dreu& M. J. Gelfand (Eds.), *The psychology of conflict and conflict management in organizations* (pp. 3–54). New York: Lawrence Erlbaum.

xxix.   De Dreu, C., and Weingart, L (2003). Task versus relationship conflict, team performance and team member satisfaction: A meta-analysis. Journal of Applied Psychology, 88(4), 741-749.

xxx.   Ellen Toku, (2014).

xxxi.   Euwema, C. M., Van de Vliert, E. and Bakker, B. A. (2007), *Substantive and Relational Effectiveness of Organizational Conflict Behavior,* London: Information Age Publishing Incorporation.

xxxii.   Evuarherhe, V. A. and Olatunde, O. (2016). Conflict resolution strategies and staff effectiveness in selected Federal Universities in Nigeria. Educational Planning, Vol. 23, No. 3

xxxiii.   Girard, K. and Koch, S. J. (1996), *Conflict Resolution in Schools,* San Francisco, CA: Jossey-Bass

xxxiv.   Hotepo, O. M., Asokere, A. S. S., Abdul-Azeez, I. A. &Ajemunigbohun, S. S. A. (2010). Empirical Study of the Effect of Conflict on Organizational Performance in Nigeria. Business and Economics Journal,15, 1-9. Igbaji, P. (2009). Conflict in Tertiary Institutions in Cross River State, Nigeria.

xxxv.   Hotepo, O., Asokere, A. Abdul-Azeez, I., & Ajemuigbolohun, S. (2010). Empirical Study of the Effect of Conflict on Organisational Performance in Nigeria. *Business and Economic Journal, 15*, 1.Obasan (2011)

xxxvi.   Hotepo, O.M, Asokere, A. S. S., Abdul-Azeez, I.A. & Ajemunigbohun, S.S.A. (2010). Empirical Study of the Effect of Conflict on Organizational Performance in Nigeria. *Business and Economics Journal*. Volume 2010: BEJ-15. pp 1-9

xxxvii.   Igbokwe, A. (2014). Is organizational conflict healthy for the growth of an organization? *Merit Research Journal*. Volume 2(3) pp. 025-030.

xxxviii.   Jeraldine, U. I., Aondoseer, A &Aliyu K. Muhammed (2015). *Implications of Organizational Conflict on Organizational Development: An Overview*. The IRES 19th International Conference, Dubai, UAE. Pp 71-76

xxxix.   Lenin, V.I. (1917) *The State and Revolution: Marxist Theory of the State* (Moscow: Progress

xl.   Maccoby, M. and Studder, S. A. (1998), *The Structured Assessment Interview: A Psychometric Review*, California: Mecedonia County Publishers

xli.   Machingambi, S. & Wades, N. (2012). Conflict management in tertiary education institutions. Journal of Social Science, 31 (1): 63-69.

xlii.   McNamara, C. (2007). "*Basics of conflict management*". Adapted from the Field Guide to Leadership and Supervision.

xliii.   Musembi O, Siele S (2004). "Saitoti moves to probe unrest in schools". Daily Nation, July19:1.

xliv.   Obasan, K. (2011). Impact of Conflict Management on Corporate Productivity: An Evaluative Study. *Australian Journal of Business and Management Research*, *1*(5), 44-49.

xlv.   Obi, R. (2012). Stress and Conflict in Organisation. In Ogunbameru O.A. (Ed.), *Industrial Sociology*. Ibadan, Spectrum Books Ltd.

xlvi.   Olivia Anku-T. & Nancy A. (2016). Empirical Analysis of Workplace Conflict and its Influence on the Attitude of Media Employees in Ghana. Journal of Management Policy and Practice Vol. 17(1) 106-115.

xlvii.   Olukayode, L. (2015). Impact of Workplace Conflict Management on Organizational Performance: A Case of Nigerian Manufacturing Firm. Journal of Management and Strategy Vol. 6, No. 2; 83-91.

xlviii.   Omisore, B.O. &Abiodun, A. R. (2014). Organizational Conflicts: Causes, Effects and Remedies. *International Journal of Academic Research in Economics and Management Sciences.* Volume 3(6) pp. 118-136.

xlix.   Ongori, H. (2009). Organisational conflict and its effects on organizational performance. *Research Journal of Business Management*, 3, 16-24.

l.   Onsarigo, B. (2007). Factors influencing conflicts in institutions of higher learning; Department of Sociology and Anthropology, Egerton University.

li.   Osakede, K.O., Ijimakinwa, S.O., Adesanya, T.O. & Ojo, A. D. (2018). Conflict management in tertiary institutions: A study of selected universities in south-western Nigeria. *Africa's Public Service Delivery and Performance Review.* ISSN: 2310-2152, pp 1-7.

lii.   Pang A, Jin Y, & Cameron G. T (2007). "Contingency Theory of Strategic Conflict Management: A Decade of Theory Development, Discovery, and Dialogue" Paper presented at the annual meeting of the International Communication Association, TBA, San Francisco, CA Online <PDF>

liii.   Publishers).

liv.   Rahim, A, (2002): Toward theory of managing organizational conflict, *The International Journal of Conflict Management*, 13 (3), pp. 206-235.

lv.   Rahim, M. A. (2001). Managing Organizational Conflict (3rd ed.). Quorum Books.

lvi.   Riaz, M. K., &Junaid, F. A. (2011). Types, sources, costs and consequences of workplace conflict. *Asian Journal of Management Research, 2*(1), 600-611.

lvii.   Schramm-Nielsen, J. (2002). "Conflict Management in Scandinavia" Department of International Communication and Management, Copenhagen Business School, Denmark.

lviii.   Shani, A., & Lau, J. (2000). *Behavior in organizations: An experiential approach.* Boston, MA: Irwin McGrawHill.www.dhrm.state.va.us/hrpolicy/policy.html. Virginia Department of Human Resource Management policies (2010).

lix.   Simmon, T. L. and Peterson, R. S. (2000), *Task Conflict and Relationship Conflict in Top Management Teams: The Pivotal Role of Intra group Trust. Journal of Applied Psychology, Vol. 1 p.85*

lx.   Swanstom, N. and Weissmann, M. (2005), *Conflict, Conflict Prevention, Conflict Management and Beyond*, San Francisco: Chandler

lxi.   Todd, J. M. (2009). *Mediation and the dynamics for collective bargaining.* Washington: Bureau of National Affairs.

lxii.   Tsevendorj, O. (2008). *Conflict Resolution: A basis for Effective Conflict Management of Banks in Baquio City.* Thesis submitted to St. Louis University, Baquio City, Philippines.

lxiii.   Ubabukoh, O. (2011). ASUU strike: South-East Governors to meet. Retrieved June 2011, from http:// www.punchy,com/Articl.aspx?theatre

lxiv.   Volpe, M. R. & Chandler, D. (2007). Resolving conflicts in institutions of higher education: challenges for pracademics. Available at *law.gsu.edu/cncr/pdf/papers/99 2volpepap.pdf.*

lxv.   Weaver, A. (2003). "Conflict and reconciliation in captive bottlenose dolphins, Tursiops truncates" Marine Mammal Sci. 19: 836-846.

lxvi.   Yu-Chih Liu J., Chen H., Chen C. C.; Sheu T. S., (2011). Relationships among interpersonal conflict, requirements uncertainty, and software project performance. International Journal of Project Management. 29, 547-556

lxvii.   Abassi, S. M., & Hollman, K. W. (2000). Turnover, the real bottom line. Public Personnel Management, 29(3), 333-342.

lxviii.   Adebile, E.A. and Ojo, T.O. (2011). Management of organizational conflicts in Nigeria Polytechnics: An empirical study of the Federal Polytechnic, Ede Osun State. International Journal of Asian Social Science, 2(3), 229-243.

lxix.   Adeyemi, T.O., and Ademilua, S. O, (2012). Conflict Management Strategies and Administrative Effectiveness in Nigeria Universities. Journal of Emerging Trends in Educational Research and policy: 3(3), 368-375.

lxx.   Akindele, R. I., Oginni, B. O, and Omoyele, S. O. (2012). Survival of private universities in Nigeria: Issues, challenges and prospects. *International journal of Innovative Research in Management.* 1 (2) 234-238

lxxi.   Albert, I. O. (2005). *Conflict Management and Resolution in Research Supervision*. A paper presented at the workshop organized by postgraduate school, University of Ibadan.

lxxii.   Amuseghan, S. A. (2007). ESL Curriculum in Secondary Schools in Nigeria: Issues and Challenges towards Communicative Competence. Nebula, 4, 319-333.

lxxiii. Axelrod, L. & Johnson, R. (2005). "*Turning Conflict into Profit: A Roadmap for Resolving Personal and Organizational Disputes"*, The University of Alberta Press

lxxiv. Awan, R., A. Anjum, A., & S. Rahim. (2015) An Econometric Analysis of Determinants of External Debt in Pakistan, *British Journal of Economic Management & Trade, 5(4)*

lxxv. Awosusi, O.O. (2005): Relationship between Work Alienation and Industrial Conflicts – A Study of Academic Staff of Universities in the South-West Nigeria. Ph. D Thesis. University of Ado-Ekiti, Nigeria

lxxvi. Brookins, M. and Media, D. (2002): The Business Review, Workplace Conflicts not inevitable, California, W. Bruce Newman.

lxxvii. Cetin, M. O., Hacifazlioglu, O. (2004), "Conflict Management Styles: A Comparative Study of University Academics and High School Teachers", *Journal of American Academy of Business* 5(1), 325-332.

lxxviii. Dana B. (2015). Relationship between job performance and job satisfaction viewed from the chaos theory perspective. *International Journal of Education and Research. 3 (3) 517-534*

lxxix. De Dreu, C. K. W. (2008). The virtue and vice of workplace conflict: food for (pessimistic) thought. *Journal of OrganisationalBehaviour, 29,* 5-18.

lxxx. Emmanuel O. A., Babatunde H. A., Nanle M. and A. Olalekan S. (2015). Effect of conflict management on the performance of financial service organisation in Nigeria: an empirical study of access Bank PLC. International Journal of Economics, Commerce and Management, United Kingdom Vol. III, Issue 7, pg 260-271.

lxxxi. Foeken, D., S.O. Owuor& A.M. Mwangi (2010), Urban school farming to improve school feeding: The case of Nakuru town, Kenya. Children, Youth and Environment, 20 (1): 276-300.

lxxxii. Hubbard, G., (2009). Measuring organizational performance: beyond the triple bottom line. Bus. Strategy Environ, 18(3): 177-191.

lxxxiii. Johannes S. (2014). Conflict resolution in online education. A Paper Presented at the Liberty University Graduate School Research Symposium Liberty University, Lynchburg VA

lxxxiv. Kazi, G. F., &Zedah, Z. F. (2011). The contribution of individual variables: Job satisfaction and job turnover. Interdisciplinary Journal of Contemporary Research in Business, 33(5), 984-991

lxxxv. Marisoosay, S. (2009). The role of employee turnover between employee job satisfaction and company performance in the Penang automation, University of Saints, Malaysia

lxxxvi. Mukoro, A. S. (2013). Conflict management and resolution strategies for enhanced personnel productivity and sustainable administration in higher institutions in Nigeria. *International Journal Scientific Research in Education,* 6(4), 365-371.

lxxxvii. OECD PUBLICATIONS, 2, rue André-Pascal, 75775 PARIS CEDEX 16 (01 2005 07 1) No. 82985 2005

lxxxviii. Olu, O. & Abosede, O. (2003). Conflict management in secondary schools in Osun State, Nigeria. Nordic Journal of African Studies, 12(1), 23–38.

lxxxix. Oni, J. O. (2012). Reflection on the growth and development of University education in Nigeria. *Bulgarian Journal of Science and Educational Policy.*6. (1) 170-193.

xc. Owusu-Mensah, M., (2009). Conflict in primary school and its effect on teaching and learning: case study of Ejisu-Juaben District.

xci. Osisioma, H.E. Osisioma, B.C. and Chukwuemeka, E. E.O. (2012). Developing a conflict management model for the Nigerian executive. Singaporean Journal of Business Economics, and Management Studies, 1 (1), 1-19.

xcii. Oswald K. A. (2018, October, 22). KNUST closed down indefinitely. Retrieved. From *https://www.myjoyonline.com/news/2018/October.../knust-closed-down-indefinitely.p...*

xciii. Putnam, L., & Krone, K. J. (2006). *Organizational communication.* Thousand Oaks, CA: SAGE.

xciv. Riaz, M. K., &Junaid, F. A. (2011). Types, sources, costs and consequences of workplace conflict. *Asian Journal of Management Research, 2*(1), 600-61.

xcv. Rahim, M. A. (2002). Towards a theory of managing organisational conflict. *The international Journal of Conflict Management. 13, (3) 256-362.*

xcvi. Ramani, K., &Zhimin, L., (2010). A Survey of conflict resolution mechanisms in public secondary schools: A case of Nairobi Province, Kenya, *Educational Research Reviews, 5*(5), 242-256.

xcvii. Salleh, M. &Adulpakdee, A. (2012). Causes of conflict and effective methods of conflict management at Islamic secondary schools in Yala, Thailand. International Interdisciplinary Journal of Education, 1(1), 15–22.

xcviii. Shahmohammadi, N. (2014). Conflict management among secondary school students. Social and Behavioral Sciences, (159), 630–635

xcix. Trow, M. (2000) From mass higher education to universal access: the American advantage. *Minerva* **37**(4), 303–328

c. Uchendu, C, C, Anijaobi- Idem, F.N and Odigwe F.N, (2013). Conflict Management and Organizational Performance in Secondary Schools in Cross River State: Research Journal in Organizational Psychology and Educational Studies. 2(2), 67-71.

ci. Uline, L. C., TschannenMoran, M., and Perez, L. (2003), Constructive Conflict: How Controversy can Contribute to School Improvement", *Teachers College Record* 105(5) 782-816

cii. Wood, J., Chapman, J., Fromholtz, M., Morrison, V., Wallace, J., Zeffane, M., Schemerhorn, J., Hunt, J. & Osborne, R., 2003, 3rd edn, Organisational behaviour: a global perspective, John Wiley & Sons Australia Ltd, Milton Qld.