

UNIVERSITY OF CAPE COAST

CONFLICT MANAGEMENT PROCESSES IN THE CENTRAL
ADMINISTRATION OF THE KWAME NKRUMAH UNIVERSITY OF
SCIENCE AND TECHNOLOGY

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SCIENCE AND TECHNOLOGY

BY

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DECLARATION

Candidates' Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name: Victoria Atuahene-Gyamfi

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:

Name: Dr. George K. T. Oduro

ABSTRACT

The purpose of this study was to examine conflict management processes of the Kwame Nkrumah University of Science and Technology (KNUST). It was to find out the sources, types of conflict, in the Central Administration, their intensity, the importance heads of department attached to conflict prevention processes and the extent to which conflict management behaviours shown by heads of department contributed to or reduced the amounts of conflict that arose in the central administration of KNUST. Thus, what conflict management processes did the heads exhibit and how well did they manage conflict to reduce tension in order to ensure progress of work in the central administration. Information was obtained from 125 respondents made up of staff from the Vice-Chancellor's office, Registrar's office, Finance office, Development office and the Internal Audit Department.

Data analysis results indicated that generally conflicts did exist in the central administration. The more heads of department exhibited conflict prevention techniques, the less the intensity of conflict that existed in the central administration. Heads who demonstrated openness, friendliness, honesty, tolerance, organized regular meetings with staff, encouraged teamwork, free discussion of issues and avoided the use of threats had reduced levels of conflict. Heads employed methods such as persuasion, compromise, arbitration, collaboration in resolving the conflicts which occurred.

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DEDICATION

This work is dedicated to my only son who is resting in the Lord and waiting for the resurrection day.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The Kwame Nkrumah University of Science and Technology (KNUST) started as the Kumasi College of Technology by a Government Ordinance on 6th October, 1951. It began formal operations on 22nd January, 1952 with two hundred (200) Teacher Training students who were relocated from Achimota College to form the pioneering students of the College. Before its accession to a University status in 1961, the College expanded enormously in academic disciplines and infrastructure. This began with the establishment of the school of Engineering and the Department of Commerce in October 1952, the Department of Pharmacy and Agriculture in 1953 followed by the Department of General Studies, School of Agriculture, Town Planning and Building, and the Faculty of Science. As the College developed, a decision was taken to make it a science and technology oriented institution. To this effect, the Teacher Training College, with the exclusion of the Art School was transferred in January, 1958 to the Winneba Training College and the Commerce Department was also relocated to Achimota College, to form the present University of Ghana Business School, Legon (KNUST 2008).

The University has two campuses, one in Kumasi and the other in Sunyani. The main university campus is situated approximately on a sixteen square-kilometre campus of undulating land and pleasant surroundings, about

eight kilometres from the city of Kumasi, the Ashanti regional capital. The campus presents a panorama of beautiful and modern buildings interspersed with verdant lawns and tropical flora which provide a cool and refreshing atmosphere congenial to academic studies. It has within the short period of its existence become an important centre for the training of scientists and technologists not only for Ghana, but also for other African countries as well as from other parts of the world.

The structure of the Kwame Nkrumah University of Science and Technology as an organisation is a complex one. It is made up of academic, administrative and support sectors. The Central Administration is made up of academic and professional administrators. It is headed by the Vice-Chancellor who is an academic. He/she is expected to exhibit knowledge and skill for the promotion of academic work as well as the smooth running of the whole institution. He/she must be familiar with working in an administrative environment of uncertainties and conflicts to achieve the organisation's goals.

Conflict is a natural part of life. Conflicts in a group or organisation do not necessarily mean either ineffective management or breakdown in organisational efficiency. Whenever individuals with varying needs, values and personalities come together within an organisational structure, conflict is inevitable. It may, in fact even be desirable for promoting change and growth. Depending on a manager's response to conflict, the outcome may help or stifle group and individual growth. Thus conflict is not alarming, but how to manage it is the

problem. Dealing with it in an effective and meaningful way is the main difference between a healthy relationship and an unhealthy one.

The parties to a conflict may be individuals or groups. Since an organisation brings together diverse individuals and groups, it is bound to provide grounds for conflicts of many kinds. According to Schein (1965), the problem exists because as groups become more committed to their own goals and norms, they are likely to become competitive with one another and seek to undermine their rival's activities.

It should be noted that because organisations such as educational institutions have a great number of people, they tend to be fertile grounds for conflicts. It is therefore not surprising that conflict is common in institutions of higher learning such as the Kwame Nkrumah University of Science and Technology. As Holton (1998), puts it, higher education has a rich history of conflict that reaches back to the beginning of the academy. This implies that in a tertiary institution such as KNUST, conflict is likely to occur. Conflicts may involve administrators, faculty staff, students, alumni and the community. It could be between students, members of the university and the community, students and staff and staff of two different departments. Where any of the members feel cheated or not satisfied, conflict is bound to occur.

Again, in tertiary institutions people with different qualifications bring about personality conflicts. This may involve people who have stayed on the job for a long time with low academic qualification as against those with high qualification but have been on the job for a relatively short period. Conflict can

result when it comes to who should be given responsible position such as Dean of a faculty or Provost of a college. The Kwame Nkrumah University of Science and Technology is made up of diverse individuals and groups. The organisational structure is such that, the Central Administration comprising the Vice-Chancellor's offices, Registrar's offices, Finance office, Development office and the Internal Audit section are the management group.

The Central Administration is charged with the responsibility of planning, organising, coordinating, implementing and evaluating all management activities in the university. The Vice-Chancellor is the chief executive officer of the university. According to the University's Statute 12, he/she shall be appointed by the University Council, and shall have overall authority over the academic, financial and administrative staff. He/she shall submit annually, through the Academic Board, to Council a statement on the staff which, in his/her opinion, is necessary for the transaction of University business, together with an estimate of the expenditure required for the maintenance of such staff. He/she is responsible to the University Council for the overall administration of the university. It is the duty of the Vice-Chancellor to advise Council and the Academic Board on all matters affecting policy, finance, governance and administration of the university. He/she also serves as the university's representative and spokesman at government and international conferences. The Pro-Vice Chancellor acts when the Vice-Chancellor is away from the university. He/she is assigned special responsibilities by the statutes.

The Registrar is the University's Chief Administrative Officer and Secretary to the Council of the University. He/she is responsible, under the Vice-Chancellor, for the day-to-day administration and management of the University. To achieve this, the Registrar works in concert with and collaborates with other Offices of the University's Central Administration and Services. As head of the administration, he/she is responsible for the custody of the seal of the University and fixing it to documents in accordance with the directions of Council. He/she makes other university bodies, officers and members aware of the relevant regulations and policy guidelines. The Registrar is assisted by a crop of Administrators and Professionals made up of Deputy Registrars, Senior Assistant Registrars and Assistant Registrars who handle the various Departments of the Office and service Committees and Boards of the University.

The Registrar's Offices are currently made up of five (5) main Divisions and four Sub-Divisions. The Divisions are headed by Deputy Registrars while the Sub-Divisions are headed by Senior Assistant Registrars and /or Assistant Registrars.

The Divisions are:

Academic & Student Affairs

General Administration

Human Resources Development

Legal & Welfare

University Relations Office

The Sub-Divisions are:

Estate Office

Sports Section

University Alumni Centre

University Guidance and Counseling Unit

The Finance Officer is the financial advisor to the Vice-Chancellor. He controls all the university's finances. He is responsible for budgeting, coordinating and supervising all financial transactions of the university. It is the Finance Officer who receives and disburses monies and grants according to laid down procedures of the university.

Another officer who holds an important position in the Central Administration is the Director of Works and Physical Development. He/she is responsible for the long and short term physical infrastructural development of the university. He/she advises on university buildings, structures, designs for new buildings and oversees the maintenance and essential services department. He liaises with consultants and contractors on behalf of the University for all Structures to be put up.

The Internal Auditor who is directly responsible to the Vice-Chancellor is another key officer. He/she reviews and appraises the soundness of financial and operational controls of the university. He/she draws the Vice-Chancellor's attention to deficiencies in the system like waste, inefficiencies, duplicated functions and suggests remedies where necessary.

As a management group made up of diverse officers, some amounts of differences are bound to occur between people's personalities and views, job specialties and values. Such differences produce conflicts of one kind or the other. It is therefore important that, the Vice-Chancellor who presides over these offices appreciates the potential for conflict in all decision-making situations and how crucial conflict management is to administration. The ability to handle conflict effectively is a key factor to managerial success and therefore the Vice-Chancellor is expected to manage conflicts constructively in his official capacity as the Chief Executive Officer of the university.

Statement of the Problem

Conflict is inevitable in any human institution. It can become physically and emotionally damaging for individuals within an organisation. Sometimes it interferes with achieving organisational goals because it threatens hierarchical authority. It can lead to the inability of managers and their peers or subordinates to work together effectively. The way conflict is handled determines whether the outcome will be destructive or will lead to growth and productivity in the organisation. Since employees play vital role in the organisation, the issue of managing their conflicts must be a priority for management. The question is: How does management use conflict management processes in the university to reduce tensions and to transform conflicts into progress in the Central Administration? The answer to this and many more is what the research is aimed at finding in the

Central Administration of the Kwame Nkrumah University of Science and Technology.

Purpose of the Study

The aim of the study is to investigate whether conflicts exist at the Kwame Nkrumah University of Science and Technology and the frequency of their occurrence. It is also to determine whether management of the university is able to transform conflicts into progress thereby helping to achieve the goals of the university.

Research Questions

The study was guided by the following questions:

- 1) What sources of conflict are prevalent in the Central Administration of the KNUST?
- 2) How do conflicts manifest in the Central Administration of KNUST?
- 3) What conflict prevention strategies do management of the university practice?
- 4) What resolution processes are employed by management to deal with conflict in the Central Administration?
- 5) In what ways does the Central Administration use conflict management to reduce tension among staff?

Significance of the Study

This study sought to document useful information about conflict management that could be useful to heads of department in the Central Administration.

It is hoped that, the recommendations that will be made at the end of the study will help the heads of department in managing conflicts so as to contribute to the internal growth and development of the Central Administration and KNUST at large. Indeed it is expected to provide the basis for future investigations into other aspects of conflict management.

Delimitation

This study was confined to the Central Administration, non-teaching senior members and senior administrative staff in the Vice-Chancellor's Offices, Registrar's Offices, Finance Office, the Internal Audit Section, Development Office and Planning Unit of the KNUST. The study was to identify and analyse conflict situations as existed in KNUST and was confined to the sources of conflict, existence of conflict, prevention and resolution processes employed by the Heads of Department in the Central Administration. Institutions of Higher Learning which may have similar characteristics may adopt the findings of this research.

Limitation

A major limitation of this study was the absence of research material on conflict management in the Kwame Nkrumah University of Science and Technology, which the researcher could have built on, to enhance her own.

Another limitation was the fact that some of the respondents expressed some kind of reservations about the whole exercise meaning that the information provided by such respondents might not be the true reflection of the reality. This situation in the researcher's view could affect the validity of the conclusions drawn from the research.

Organisation of the Study

The first chapter is made up of the background to the study, statement of the problem, purpose of the study and significance of the study. Research questions, delimitation, limitation and organisation of the study are also included in Chapter one. Chapter two reviews literature. Chapter three deals with the methodology. Here the population, sample, design, instrument, data collection procedures and data analysis procedures are considered.

Chapter four is devoted to presentation, analysis and discussion of the data. A summary of the findings, conclusion and recommendations are presented in Chapter five.

CHAPTER TWO

REVIEW OF LITERATURE

It is essential for management to manage conflict as and when they occur. The ability to handle conflict therefore, has attracted discussions from many scholars who have written materials on the subject.

In this chapter, some relevant and related literatures were looked at in order to form the theoretical framework of the study. The review was done under the following sub-headings:

Meaning of Conflict

Types of Conflict

Sources of Conflict

Views about Conflict

Managing Conflict

Conflict Prevention

Conflict Resolution

Summary

Meaning of Conflict

Conflict does not simply erupt, it rather develops through various stages and in each stage certain factors contribute to its possibility. Conflict may occur anywhere two or more people interact with each other. It can either energise the

organisation or degenerate into a war of words and actions. Conflict has been defined in various ways. McShane (2000) defined conflict as a process in which one party perceives that its interests are being opposed or negatively affected by another party. According to Griffin Savers Oxford Dictionary (p.125) conflict is defined as a fight, a struggle or disagreement between people with different ideas or beliefs. This means that conflict could occur within people in any relationship, such as husband and wife, workers in an office or neighbours, once each person has his/her own beliefs to project.

Wagner and Hollenbeck (2001) state that conflict is a process of opposition and confrontation that can occur in organisations between either individuals or groups – occurs when parties exercise power in the pursuit of valued goals or objectives and obstruct the progress of other parties. Key to this definition is the idea that conflict involves the use of power in confrontation, or disputes over clashing interests. Also important is the notion that conflict is a process – something that takes time to unfold, rather than an event that occurs in an instant and then disappears.

Deutsch (1973) stated this idea more formally when he said that conflict exists when there is an action that is incompatible with another and it prevents, obstructs, interferes, injures, or in some way makes less likely the desired action of another person or group. Kriesburg (1973) in support of the above statement defined conflict as a relationship between two or more parties who believe they have incompatible goals. In the same vein Nebgen (1978) defined conflict as any situation in which two or more parties are incompatible.

In essence, conflict exists when two or more competing responses or courses of action are irreconcilable.

Gunn (2002), on his part defined conflict as an inescapable part of “human nature” involving a misunderstanding or disagreement that causes a problem or struggle to achieve goals between people, groups or nations. This implies that conflict is part of life and as human beings on this earth we are bound to face one kind or the other.

Wilson (1998) defined conflict as a struggle involving opposing ideas, values and or limited resources; while according to Nnadi (1997) conflict occurs when there is a clash between opposing views. Thus competitive conflicts result when employees seek limited resources. Anger during conflicts causes disruption such that employees may abandon pursuit of organisational goals and engage in irrational acts of aggression. Despite the fact that anger is a foundation of conflict and consequently one of the primary hindrances to agreement, anger is one of the beneficial emotions God put in human beings for the expression of our feelings in support of what is right and opposition to what is wrong, and the pursuit of what is excellent.

Stoner (1978) also states that a competition exists when the goals of the parties involved are incompatible but the parties cannot interfere with each other. If there is no opportunity to interfere with the other party’s goal attainment, a competitive situation exists, however if the opportunity for interference exists, and that opportunity is acted upon, then the situation is one of conflict.

Types of Conflict

Conflict is viewed by many scholars as a prominent issue that affects our social life directly either positively or negatively if poorly handled. It has been categorised into different classes or types by different scholars. Deutsch (1973) asserts that whatever the reality of conflict, it is usually about one or the other of several types of issues. He placed conflict into five basic types. These are control over resources, preferences and nuisances, values, beliefs and the nature of the relationship between parties. Deutsch maintained that control over resources is when power, property, prestige, space, food, money and others are seen as not being shared. This is because conflict is bound to occur when two or more parties seek exclusive use of such resources or a given part of it. Deutsch implies that conflicts arise when the tastes or activities of one person or group impinges upon or becomes a nuisance to another's preferences and sensitivities.

According to him, a third basic type of conflict has to do with values. A person may prefer a system of governance that stresses social justice, another individual might prefer liberty. These differences in values may lead to conflict. He was however, quick to add that it is not the differences per se that lead to conflict but rather the claim that one is more important than the other or should dominate the other that brings about conflict.

Deutsch's fourth type of conflict is beliefs. This is when conflict arises between two parties claiming dominance over what they regard as "is" over fact, information, knowledge or belief about reality. The fifth type of conflict is that between two people because of opposing views and desires in their relationship.

Stoner (1978) like Deutsch, identified five types of conflict, which are personal or individual, interpersonal, between individuals and the organisation, between groups in the organisation and between organisations. These are discussed as follows:

Personal or Individual Conflict

Stoner (1978) stated that a person in an organisation has some duties to perform. Whenever work demands interfere with other demands or work demands are more than the individual is capable of doing, conflict arises. Again, when a person is under emotional stress, the person's response to the demands of the organisation may cause conflict within him.

Interpersonal Conflict

According to Stoner, personality differences in individuals in the same organisation may give rise to conflict. He believed that interpersonal conflict erupts between the head and the subordinates from role-related pressures. The closer we get to people, the more we see their weaknesses as well as their strengths. It becomes difficult to accept the person you are working with because you find yourself struggling in your spirit to agree with your companion.

Conflict between Individuals and the Organisation

He observed that when individuals do not work according to the demands imposed on them by the institution they belong to, conflict emerges between them

and the organisation. Conflict arises when the organisation tries to sanction a member and the one resists it.

Conflict between Groups in the Organisation

Stoner stated that conflict arises when there are resources to be shared between groups in the organisation. Differences in goal orientation and values of the groups may equally bring about conflict situations.

Conflict between Organisations

Stoner observed that improved services or products, technologies, lower prices or effective utilization of resources in one may bring about conflict. This type of conflict exists when one tries to outdo the other in performance.

Pickering (2000) identified two types of conflict situations. These are Internal and Interpersonal conflicts. Internal conflict occurs when a disturbance rages within the individual. It also reflects the gap between what the individual says he wants and what he does about it. This creates stress for some people. Interpersonal conflict is that which exists between individuals. According to her every human being has four basic psychological needs which, when violated will automatically bring about conflict. These needs are the need to be valued and treated as an individual, the need to be in control, the need to present to others a strong self-esteem and the need to be seen as consistent.

Sources of Conflict

Knowing the source of conflict may help one to isolate its causes, sort through alternative strategies and decide what to do. According to Wilson (1998), the major sources of conflict are ideas, status, power and goals.

Ideational and Value Conflict

Decision making requires the presentation and testing of ideas. In this process, differences become evident and argument may ensue creating a conflict that is useful. Ideational conflict may sometimes focus on the values that underlie preference for a particular idea. Value related conflict is generally more intense and more prolonged than purely ideational conflict. For example, a case study used by teachers of a small group communication is entitled “Nat Banson”. This case involves a fourteen year-old boy who has been caught taking a car for a joy ride. The discussion in question is what should the court do with Nat Banson? This is certainly a question of value and very intense discussion, even turning into debate often results. The decision revolves around religious and moral questions that centre on the participants’ values. Verbally aggressive people attack both the ideas and the self concepts of others. Aggression in a group usually dampens the spirit of free discussion and thereby reduces the quality of the group’s decision.

Status and Power Conflict

Status is the position of a member in a group hierarchy, a ranking of each member on the basis of the person’s perceived importance. Dissatisfaction with

one's status will generally lead to tension and conflict. All groups as they meet to complete a task work out a status hierarchy. Conflict can occur as the group members work through the process of establishing status.

Power is intimately related to status. Power is the perceived influence one person has over another. Conflict can arise when members think a person is using power inappropriately. Conflict also ensues when someone with appointed rank tries to lead a group without preparation. Disregard for appropriate use of power is an important source of conflict in groups.

Goal Conflict

It is not easy to identify a single source of conflict. Indeed when conflict occurs in a group, it is usually drawn from more than one source. At other times, conflict may derive from some one who is pursuing personal goals.

Wilson (1998) quoting Stanley E. Jones and others asserts that one source of conflict is the hidden agenda. This term refers to goals or objectives that a member or members have, and choose not to reveal that differ from those of the group. Goal conflict from a hidden agenda is likely to take one of two forms. It may be a status conflict or surface as ideational conflict.

According to Collins (1975) human beings are sociable but conflict-prone animals. He said that conflict arises out of opposing forces within the authority structure, so any head of an organisation who attempts to manage a specific conflict situation must know the origins of the conflict.

Getzels, Lipham and Campbell (1968) classified sources of conflict as far as the educational setting is concerned as conflict between cultural values and institution expectations; conflict between role expectations and personality dispositions; conflict deriving from personality disorders and conflict in the perception of role expectations.

Conflict between cultural values and institutional expectations is perceived as a kind of conflict that goes beyond intra-organisational conflict. It may take the form of school-community disputes when the expectations for the school system appear to be rather not consistent to some degree with the values held by some or all of the people in the community.

They also said that a teacher who looks authoritarian and approaches institutional procedures and student discipline in an uncompromising manner might encounter conflict.

On conflict between roles and within roles, they said this is likely to occur when a role incumbent has to conform to a number of expectations that are inconsistent and contradictory at the same time. It is therefore, difficult or even impossible to carry out one set of duties or another.

Conflict deriving from personality disorders arises from within the individual personality rather than from other types of dislocation. It involves dissonance for the individual when expertise, interests, goals, or values are stretched to meet certain tasks or expectations beyond the comfort level or when these items are in direct conflict with each other.

Finally, Getzels, Lipham and Campbell concluded that conflict in the perception of role expectation is a classic situation where groups may have diverse perceptions with some or more concurring with those of the incumbent.

Fisher (1981) emphasised the fact that every conflict that arises has its own disposition. He noted that conflict could hardly be separated from individuals, the organisation and the unique conditions in which the problem happens. He notes that there are certain general qualities of organisations that generate conflict. He reiterated that knowing these could raise one's ability to identify conflict and notice situations that have potential for conflict. Concerns about status and authority are very typical among the sources of conflict. Individual desire for autonomy leads to conflict in many ways. Conflict occurs when people desire to have increased control over their work and share in decision-making. If this fails, the desire for autonomy can lead to active resistance and therefore conflict. He identified win-lose situations where sometimes two people or groups have targets that cannot be met. According to Fisher, win-lose conflicts are frequent where resources are limited.

Nebgen (1978) shares Fisher's views on sources of conflict. She outlines three categories of sources of conflict. These are communication problems, structural factors within the organisation and conflict-promoting interactions.

Communication Problems

Nebgen indicated that in schools and organisations poor communication is the most frequently cited source of conflict. Communication problems can arise

from semantic differences or insufficient information. She acknowledged that semantic problems occur when words mean different things to different people. She stressed that insufficient exchange of information contributes to communication problem from the fact that each party in the conflict may lack the clearer and unambiguous information regarding the other's point of view which is necessary for the clarification of the situation.

Structural Sources

According to Nebgen, structural sources arise out of variables in complex organisations that are controllable by the executive within the organisation. She was of the view that the size of an organisation, for instance, has been found to correlate with amounts of conflict. This implies that the larger the organisation, the greater the number of conflicts and the higher the intensity. She said that when there is lack of participation in the decision-making process it results in an increase in conflict.

Conflict-promoting Interactions

Nebgen states that conflict-promoting interactions are those interactions that involve competition, domination and provocation. She was of the view that in a competitive interaction, each side tries to acquire something which the other side equally wants. When interaction involves dominance, one party attempts to control the behavior of the other. This results in provocation and either intentional or unintentional harm is inflicted on one party or group by the other. She added

that the process of conflict-promoting interactions happen at all levels of interpersonal as well as inter group relations and is capable of creating and sustaining conflicts among individuals and groups in the organisation.

Wagner 111 and Hosenbeck (2001) states that for conflict to occur, three key conditions must exist: interdependence, political indeterminism and divergence.

Interdependence is found where individuals or groups depend on each other for assistance, information, feedback, or other coordinative relations. Four types of interdependence – pooled, sequential, reciprocal, or comprehensive – can link parties together. Any such linkages can serve as sources of conflict. For example, two groups that share a pool of funds may fight over who will receive money to buy new office equipment. Similarly, employees organised along a sequential assembly process may disagree about the pace of work. In the absence of interdependence, however, parties have nothing to fight about and in fact, may not even know of each other's existence.

The emergence of conflict also requires political indeterminism, which means that the political pecking order among individuals or groups is unclear and subject to question. If power relations are unambiguous and stable, and if they are accepted as valid by all parties, appeals to authority will replace conflict, and differences will be resolved in favour of the most powerful. Only a party whose power is uncertain will gamble on winning through conflict rather than by appealing to power and authority. For this reason, individuals and groups in a

newly reorganised company are much more likely to engage in conflict than are parties in an organisation with a stable hierarchy of authority.

Finally, for conflict to emerge, there must be divergence, or differences or disagreements deemed worth fighting over. For example, differences in the functions they perform may lead individuals or groups to have varying goals. Thus in an organisation, while marketing department focuses on customer service, manufacturing is concerned with efficient production of goods. In such situations, conflicts may occur over whose goals to pursue and whose to ignore.

Often, resource allocations among individuals or groups are unequal. Such differences usually stem from the fact that parties must compete with each other to get a share of their organisation's resources. When the production department gets new personal computers to help schedule weekly activities, the sales department may find itself forced to do without the new computers it wants for market research. In such instances, someone wins and someone loses, laying the groundwork for additional rounds of conflict.

Another source of conflict may be the practices used to evaluate and reward groups and their members. Consider, for example, that manufacturing groups are often rewarded for their efficiency, which is achieved by minimising the quantity of raw materials consumed in production activities. Sales groups, on the other hand, tend to be rewarded for their flexibility, which sacrifices efficiency. Conflict often arises in such situations as each group tries to meet its own performance criteria or tries to force others to adopt the same criteria.

In addition, status discrepancies invite conflict over stature and position. Although the status of a person or group is generally determined by its position in the organisation's hierarchy of authority-with parties higher in the hierarchy having higher status sometimes other criteria influence status. For instance, a group might argue that its status should depend on the knowledge possessed by its members or that status should be conferred on the basis of such factors as loyalty, seniority, or visibility.

Conflict can emerge in jurisdictional disputes when it is unclear who has responsibility for something. For example, if the personnel and employing departments both interview a prospective employee, the two groups may dispute which has the ultimate right to offer employment and which must take the blame if mistakes are made.

Finally, individuals and groups can differ in the values, assumptions and general perceptions that guide their performance. Values held by the members of a production group, which stress easy assembly, for instance, may differ from the values held by the research and development staff, which favours complex product designs. These values can clash, leading to conflict, whenever researchers must fight for demanding product specifications that production personnel dismiss as unnecessarily complicated.

Views about Conflict

There are various views expressed by scholars on conflict. According to Robbins (1983), these are Traditional or classical, Behavioural and Interactionist.

Traditional or Classical View

The traditionalist views conflict as unnecessary and harmful. He/she sees it as a signal of ineffectiveness of the organisation that arises from the fact that managers have failed to efficiently apply their scientific management principles. Again, conflict is considered as a pathological case, a form of sickness that creates suspicion and mistrust. Newhouse and Neely (1993) also state that conflict is bad, destroys morale and polarizes individuals and groups. It creates irresponsible behaviour, suspicion and mistrust and brings about decrease in productivity in organisations.

Behavioural View

The behavioural view sees conflict as a frequent phenomenon and denies that conflict is always a manifestation of abnormal behaviour. Human needs and interests may clash so conflict is inevitable but can be dealt with. Although conflict is seen by behaviourists as functional because it helps to address some existing problem, they also see it as harmful and must therefore be eliminated.

Interactionist View

The interactionist views conflict as inevitable, necessary and even permanent in an institution. Though sometimes harmful and dysfunctional because it can harm the individual and stifle organisational growth, some conflict can be functional. Such conflicts promote change and innovation thereby making the organisation more effective and thus increase productivity. This view is based

on the belief that conflict leads to search for solution which leads to change and innovation in the organisation. Newhouse and Neely again support this view that conflict can be creative and healthy, clarify an issue, increase growth, encourage involvement, strengthen relationships and increase productivity when kept at an optimal level. McShane (2000) also adds that conflict may motivate the parties to alter the conditions, clarify misperceptions about their conflict, or escalate the conflict to the next stage.

Conflict Management

Conflict affects relationships among people and groups in many ways. A variety of conflict-management techniques have therefore been developed to help resolve conflicts and deal with its negative effects.

According to Wagner¹¹¹ and Holenbeck (2001), these techniques are of two types: bargaining and negotiation procedures that focus on managing divergence among the interests of conflicting parties, and restructuring techniques that focus on managing interdependence between conflicting individuals and groups.

Managing Diverging Interests

Bargaining and negotiation are two closely associated processes that are often employed to work out the differences in interests and concerns that generate conflict. Bargaining between conflicting parties consists of offers, counteroffers and concessions exchanged in a search for some mutually acceptable resolution.

Negotiation, in turn, is the process in which the parties decide what each will give and take in this exchange.

In the business world, relations between management and labour are often the focus of bargaining and negotiation. Both processes also occur elsewhere in organisations, however as people and groups try to satisfy their own desires and control the extent to which they must sacrifice so as to satisfy others. In tight economies, for example, groups of secretaries who are dependent on the same supply budget may have to bargain with each other to see who will get new office equipment and who will have to make do with existing equipment. A company's sales force may try to negotiate favourable delivery dates for its best clients by offering manufacturing personnel leeway in meeting deadlines for other customers' orders.

In deciding which conflicting interests will be satisfied, parties engaged in bargaining and negotiation can choose the degree to which they will assert themselves and look after their own interests. They can also decide whether they will cooperate with their adversary and put its interests ahead of their own. Five general approaches to managing divergent interests exist that are characterised by different mixes of assertiveness and cooperativeness:

Competition (assertive, uncooperative) means overpowering other parties in the conflict and promoting one's own concerns at the other parties' expense. One way to accomplish this aim is by resorting to authority to satisfy one's own concerns. Thus the head of a group of account executives may appeal to the

director of advertising to protect the group's turf from the intrusions by other account executives.

Accommodation (unassertive, cooperative) allows other parties to satisfy their own concerns at the expense of one's own interests. Differences are smoothed over to maintain superficial harmony. A purchasing department that fails to meet budgetary guidelines because it deliberately overspends on raw materials in an effort to satisfy the demands of production groups is trying to use accommodation to cope with conflict.

Avoidance (unassertive, uncooperative) requires staying neutral at all costs or refusing to take an active role in conflict resolution procedures. The finance department that "sticks its head in the sand," hoping that dissension about budgetary allocations will simply blow over, is exhibiting avoidance.

Collaboration (assertive, cooperative) attempts to satisfy everyone by working through differences and seeking solutions in which everyone gains. A marketing department and a manufacturing department that meet on a regular basis to plan mutually acceptable production schedules are collaborating.

Compromise (mid-range assertive, cooperative) seeks partial satisfaction of everyone through exchange and sacrifice, settling for acceptable rather than optimal resolution. Contract bargaining between union representatives and management typically involves significant compromise by both sides.

As indicated above, the appropriateness of each of these approaches depends on the situation and in many cases, on the time pressure for a negotiated settlement. Beyond these general alternatives, experts on organisational

development have devised an assortment of more specific techniques for conflict management that are based on structured sessions of bargaining and negotiation.

Managing Structural Interdependence

In addition to divergence in interests, conflict requires interdependence. It can therefore be managed or resolved by restructuring the connections that tie conflicting parties together. One way to accomplish this goal is to develop super ordinate goals, identifying and pursuing a set of performance targets that conflicting parties can achieve only by working together.

Gorton and Snowden (1993) states that conflict management is concerned with efforts designed to prevent, ameliorate or resolve disagreements between and among individuals and groups. Wofford (1982) observes that managing conflict involves the stimulation and control of constructive conflict as well as the prevention and resolution of destructive conflict.

Terry (1977) and Pickering (2000) believe that conflict management is problem-solving under great stress and strain, in the face of intensely emotional environments. According to them this occurred under serious constraints such as limited resources or time to adjust to the crisis. There are however techniques to use to manage conflict. These are gathering all possible data related to the situation, formulating hypotheses on the nature of the problem, generating relevant alternatives, creating a series of crisis management teams with personnel who have special expertise for rapid deployment to the problem areas, as an integral part of the conflict management plan.

In fact, Wofford (1982) buttresses this idea with the fact that as constructive conflict is a positive thing for change, the manager/administrator should stimulate and encourage it. He said that however, if the intensity of constructive conflict becomes too great, then it rather becomes a negative force. To him, destructive conflict must be prevented if possible, but once it appears, the administrator should resolve it. He believes that the management of destructive conflict involves prevention and resolution.

Conflict Prevention

On conflict prevention, Wofford suggested that different methods of integrating goals and expanding resources as well as the indirect approach of using interpersonal styles to prevent destructive conflicts are good.

Integration of Goals

In order to minimize the frequency of conflict over goals, Wofford suggested that superordinate goals or goals for the overall could be established. There should be clear understanding and agreement of how each unit's goal could contribute towards the overall goal of the organisation. He said that once the individual's primary awareness is identified with superordinate goals before the unit's one, the possibility of destructive conflict drastically reduces.

Expansion of Resources

In order to prevent conflict caused by scarce resources, Wofford suggests that one has to increase or expand the resources available. He stated that when the budget or the amount of resources available is increased, conflict could be prevented. However, it is not practicable because organizations are hardly able to obtain all the resources that they desire.

Interpersonal Styles

Wofford suggested that conflict could be prevented through effective communication. He mentioned some of the significant approaches including communication styles that emphasise trust, openness, self-discourse, feedback, listening as well as avoidance of threats and defensiveness. Pickering (2000) expresses similar sentiments when she says conflict prevention through better communication is eliminating negative language, since negative language focuses on what cannot be done and ignores positive actions or consequences. Poor communication compounds problems as individuals begin to project what they believe are the other party's motivations. Gorton and Snowden (1993) talked about the need for the administrator to prevent conflict through regular meeting with personnel for the purpose of making clearer expectations and offering suggestions on how job performance could be improved.

Conflict Resolution

According to the Commonwealth Secretariat (1993), conflict resolution happens when parties involved understand each other's position well and they are willing to discuss and resolve it regardless of the misunderstanding or disagreement. Resolution comes about when the parties are able to reach mutually satisfying solutions. Since conflict can hardly be eliminated completely the administrator's effort to prevent conflicts from occurring may not be successful, therefore conflict will arise and will have to be resolved. The conflicting parties should also agree that in spite of their disagreements they want the issue resolved. It will therefore be desirable for the administrator to consider possible methods for resolving conflicts. The Secretariat states further that when attempting to reach agreement in a conflict situation one has to take note of the causes of conflict which are mostly differences based on a clash of interests, understanding, values, styles and opinion. It suggested three ways of reaction to conflict. These are when the parties are aggressive and thus "fight it", assertive and thus "negotiate it" and the third being passive and thus "duck it".

The Secretariat suggested that conflicts should be negotiated through understanding. The administrator should look for "win-win" possibility in which case all parties involved would feel that they have gathered something after the negotiation with the intervener. It advised that the administrator encourages the parties to express their feelings. Besides, the administrator should help them come out with options that would satisfy them to resolve the conflict peacefully.

According to Kisseadoo (2002), resolving conflict involves application of wisdom. He stated that, the mediator should apply appropriate wisdom as he/she goes along in order not to create strong bars of contention that will hinder the progress for a long period of time. He said some Kingdoms in the past are only civilizations of history today, totally annihilated, because wisdom was not employed in resolving existing conflicts of their day, resulting in further conflicts that wiped them out of the earth's surface.

He further said that, some wonderful and productive friendships, marriages, businesses, and institutions that were admittedly a blessing to all parties involved are now non-existent, sometimes with no hope of reviving them at all. These sometimes happen because one party or some persons may even be dead from the conflict, and also because the methods used to resolve differences that occurred were not sensible at all. People can perish from worry, fear and depression, and can die of ensuing diseases or may commit suicide from what those responsible for wise resolution of conflicts did or did not do.

Fisher (1981) stated that, force could be used to resolve conflict in emergencies when unpopular courses of action need to be implemented. This could happen when one party seeks to achieve its goals to the detriment of the other party to the conflict. However, force usually evokes bitterness in the losing party and may further throw the issue into another problem for the administrator. Force results in sharp decrease in cooperation and a marked increase in resistance.

Nebgen (1978) however suggested a rational approach to conflict management. She observed that persuasion, bargaining or compromise and

problem-solving techniques in conflict resolution are useful. In persuasion, either one or both parties attempt to convince the other side to agree to the goals it desires but out of fear or in return for favour. She added that in the give-and-take situation where there is a search for an intermediate position that is some kind of splitting differences between the two groups. With the problem-solving technique, there is an open and free exchange of information regarding the problem just as each party sees it and works through their differences in order to arrive at a solution that is mutually beneficial to both parties.

Summary

Conflict generates when a situation arises in which two or more parties are incompatible. Conflict can be classified into different types, namely, control over resources conflict, value conflict, internal conflict, interpersonal conflict, conflict between individuals, conflict between individuals and the organization and conflict between groups in the organization. Structural factors, cultural values, status and authority factors, communication barriers and conflict promoting interactions may be responsible for conflict.

Managing conflict is therefore essential and this involves stimulation and control of constructive conflict as well as prevention and resolution of destructive conflict. Where possible, the manager or administrator must prevent situations which can generate conflict before they do so. To prevent conflict, he/she needs to employ integration of goals, use of interpersonal styles that stress trust, openness, listening and avoidance of threat. The administrator resolves conflict once it

occurs by sometimes employing avoidance techniques and use of force. Rational approaches of understanding, persuasion and compromise are also employed.

Finally, the administrator resolves conflicts through the problem-solving technique by encouraging open and free exchange of information for both parties to work through their differences to enable them to arrive at an amicable solution that is beneficial to them. It is realized that conflict management is essential in every organization. Thus, the study seeks to apply the above theories to the Ghanaian situation especially in the Central Administration of the Kwame Nkrumah University of Science and Technology.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to investigate whether conflicts existed in the Central Administration of the Kwame Nkrumah University of Science and Technology (KNUST), their frequency and also to examine conflict management behaviours of senior administrative and professional staff of the Central Administration of the KNUST. This chapter describes the procedure that was adopted to undertake the research. It explains the research design used for the study, population, sample, research instrument for collecting data, the procedure followed in data collection and the method of data analysis.

Research Design

The study was a descriptive survey. Gay (1987) said a descriptive research involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject. The researcher used the descriptive survey because of the peculiar nature of the population under study; Administrators, Auditors, Accountants, Architects, Quantity Surveyors, Planners and Technicians. The research depended on direct contact with these persons whose behaviours or attitudes were relevant for the specific investigation. Again, the survey technique was used because the desired information could be obtained more easily from that source.

Population

The population for the study was composed of all senior members and senior staff, from the rank of Administrative Assistant and above and analogous grades to the Assistant Registrar rank and above. In all, the population comprised two hundred and twelve (212) persons made up of seventy three (73) senior members and one hundred and thirty nine (139) senior staff. The specific population was from the rank of Administrative Assistant and above and analogous grades in the Vice-Chancellor's Offices, Registrar's Offices, Finance Office, Internal Audit Section and Development Office to the Assistant Registrar rank and above.

Sample

Out of a population of 212 members, a sample size of 140 representing 66% of the population, made up of 48 senior members and 92 senior staff was selected. This was done because of the large size of the population. Again, the time available for the study, logistics and financial resources were also limited.

Sampling Procedure

All the 48 senior members were deliberately included in the sample because of the smallness of their number. They formed 34.2% of the sample size.

Selection of the remaining 92 senior staff was done through simple random sampling. That is, the researcher had access to names in the population and

sampled the senior staff directly. Each individual in the sample had an equal probability of being selected.

Research Instruments

In collecting data from respondents, the researcher designed an open and close ended questionnaire. Two sets of questionnaires were administered. The first set was made up of only close-ended questionnaire with possible responses provided in the questions so that the respondent merely had to select the category which came closest to his/her perception. This set was administered to all respondents who were not heads of department. The second set made up of parallel close-ended items and open-ended items was administered to Heads of Department.

The structure of the questionnaire was based on the five-point Likert scale as described by Oppenheim (1992) and Best and Kahn (1995). The instrument was made up of five parts, namely, Sections A, B, C, D and E. (See Appendix 1)

Section A was designed to record the personal information of respondents such as gender, age, academic qualification, status or rank and the length of service. The relevance of this section was to provide the background information about the kind of respondents whose views had been expressed in the study.

The second part of the questionnaire, i.e. Section B sought information on the extent to which respondents perceived the existence of conflict in the central administration. The purpose of this section was to identify the major sources of conflict and the frequency of their occurrence as perceived by respondents. A

five-point Likert Scale was used. Respondents were to indicate their perception by ticking one of 'Very Often', 'Often', 'Sometimes', 'Rarely', and 'Never'.

Section C of the questionnaire dealt with the extent to which the type of conflict mentioned occurred in the respondent's department. Rating scale was to be used here, that is from 'Very Often' to 'Never'.

Section D contained items that dealt with conflict prevention techniques. On a five-point Likert Scale, respondents were to indicate how they perceived the importance their heads of department attached to conflict prevention techniques listed. They were to rank the scale from 'Great Importance' to 'No Importance'.

Section E which is the final part of the questionnaire dealt with conflict resolution techniques. Respondents were to show on a five point Likert Scale, the extent to which the heads of department employed the techniques listed. The rating scale was from 'Very Often' to 'Never'.

Heads of department were also given questionnaires which included open-ended items to enable the researcher to explore further into areas not anticipated in the previous questionnaire. The information sought from them included efforts made to identify the sources of conflict and how they utilized conflict prevention and resolution techniques in the Central Administration. Samples of the Questionnaire are also attached as Appendix 11.

Pilot Testing

A pilot testing was carried out to ascertain the dependability of the questionnaire. The instrument for the study was designed by the researcher herself therefore

there was the need to test its dependability. The pilot testing was to find out whether the questions were clear enough to enable the respondents answer them as best as they could.

The researcher's interaction with respondents through the questionnaire made it possible for her to identify, minimize and eliminate any ambiguities that occurred in the administration of the questionnaire. Some of these were overloading of questions, inclusion of too many items, clarity of expression and repetition of questions. These were corrected and the instrument compiled for the main study. Furthermore, the pilot testing helped in a thorough check on the planned statistical and analytical procedures in the treatment of the data.

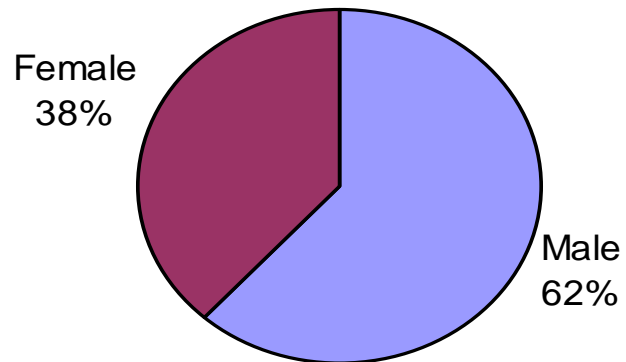
Data Collection Procedure

Before the data were collected, the researcher obtained an introductory letter which was signed on behalf of the Director by the Assistant Registrar of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast (Appendix 111). With the introductory letter in hand, the researcher administered the questionnaires personally.

In the course of administering the questionnaires, the researcher had to explain the purpose of the study and the items in the questionnaire carefully to the respondents. Some respondents completed their questionnaire there and then; some requested the researcher to come the next day for the completed questionnaire, while others also told the researcher to give them more time. Getting answered questionnaires from those who requested for more time proved

very difficult and took so long to retrieve. Out of 140 copies of questionnaire distributed, 125 made up of 43 senior members and 82 senior staff was returned representing a return rate of 89%. Out of the 125 respondents, 77 representing 62% were males and 48 representing 38% were females. This is illustrated in the figure below.

Fig.1. Gender of Respondents



The main problem faced during the data collection procedure was the refusal of some respondents at the Finance Office to take part in the exercise. The heads of department co-operated very well with the researcher and even at short notice readily responded to the questionnaires.

Procedure for Data Analysis

The study was a descriptive survey and the analysis was aimed at determining the following:

- The presence of conflict in the central administration of the KNUST.

- The sources of conflict.
- The extent to which the authorities demonstrated conflict prevention techniques.
- The conflict resolution processes employed by the university authorities in resolving conflicts in the central administration.

The record of each of the 125 respondents was scored. The scoring was based on the Likert Scale. The unit of analysis was the department and not the individual. Data analysis was done using the computer programme, Statistical Package for the Social Sciences (SPSS). With the aid of the SPSS, tables with simple percentages and frequencies as well as graphs which provided quick visual impressions were obtained for the analysis.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

The aim of this study was to determine conflict management techniques and the conflict management behaviours exhibited by heads of department in the Central Administration of the Kwame Nkrumah University of Science and Technology (KNUST). The analysis of data was based on the responses given by respondents on the research questions which focused on the following four themes:

1. Sources of conflict
2. The manifestation of conflict in KNUST
3. Management strategies for Conflict Prevention
4. Conflict Resolution Processes in KNUST

To analyze data, frequencies and simple percentages were derived. The analysis was carried out in five parts. The first part dealt with the biographical data of respondents. The data were analyzed to indicate the kind of respondents who expressed their views on the above components of conflict management. The second part dealt with the major sources of conflict in the Central Administration; the third part discussed the extent of existence of conflict; the fourth part dealt with the importance of conflict prevention and the fifth part also dealt with the extent to which heads of department employed conflict resolution processes in the Central Administration.

Biographical Data of Respondents

Tables 1 – 5 present the gender, academic qualification, offices, status and length of service of the respondents. The gender of respondents is shown in Table 1.

Table 1

Gender of Respondents

Gender	Responses	
	No.	Percentage
Male	77	61.6
Female	48	38.4
Total	125	100.0

Table 1 shows that out of a total of 125 respondents, 77 representing 61.6% were males and 48 representing 38.4% were females. The Vice-Chancellor, Pro Vice-Chancellor and the Registrar were also males. Males therefore form the larger proportion of the respondents in the Central Administration.

Information was also collected on the highest academic qualifications of respondents. Table 2 presents the analysis.

Table 2

Highest Academic Qualification of Respondents

Academic Qualification	Responses	
	No.	Percentage
Pre-University	61	48.8
First Degree	34	27.2
Second Degree	26	20.8
Third Degree	2	1.6
No Response	2	1.6
Total	125	100.0

Table 2 reveals that as many as 61 respondents or 48.8% did not have tertiary education. They are holders of secretarial, technical or diploma certificates. Some respondents had more than two diploma certificates.

A total of 62 respondents (34+26+2) or 49.6% of the senior administrative staff in the Central Administration had University education. Two respondents did not respond to this item on the questionnaire.

The percentage distribution of respondents by highest academic qualification achieved is illustrated in figure 2.

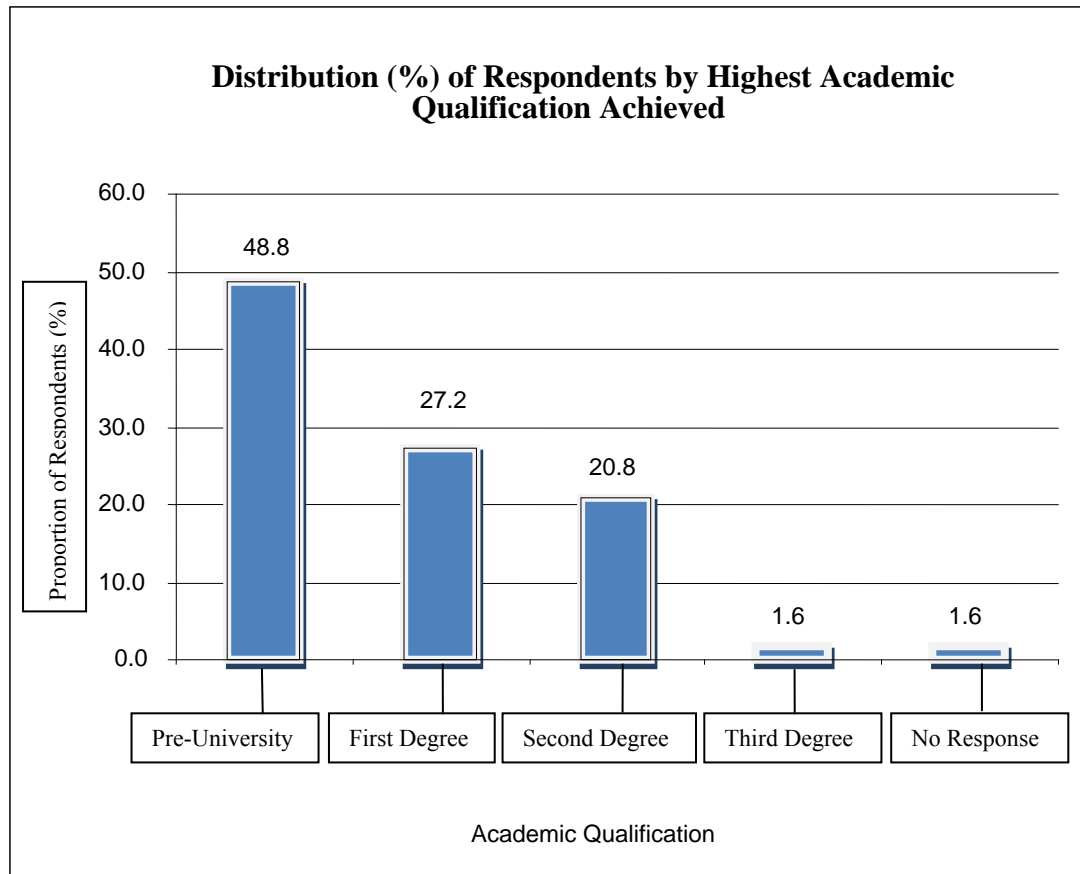


Fig 2. Distribution of Respondents by Highest Academic Qualification Achieved.

The offices of staff who responded to the questionnaires were also analyzed in table 3.

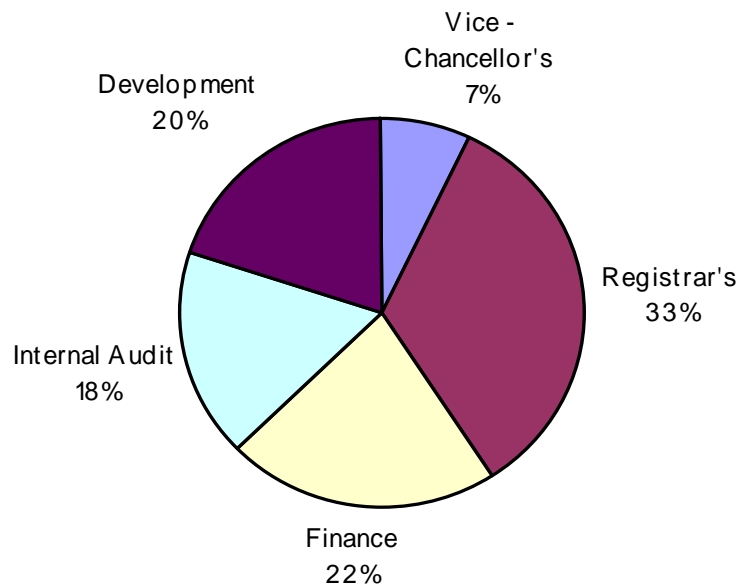
From Table 3, out of a total of 125 respondents, 42 representing 33.6% were in the Registrar’s Offices. This formed the bulk of staff in the Central Administration. The Finance Office had 27 representing 21.6% and the Development Office with 25 personnel formed 20.0% of the total respondents. 22 respondents representing 17.6% were from the Internal Audit Department.

Table 3

Offices of Respondents

Offices	Responses	
	No.	Percentage
Vice-Chancellor's	9	7.2
Registrar's	42	33.6
Finance	27	21.6
Internal Audit	22	17.6
Development	25	20.0
Total	125	100.0

Fig 3. **Distribution (%) of Respondents by Type of Office**



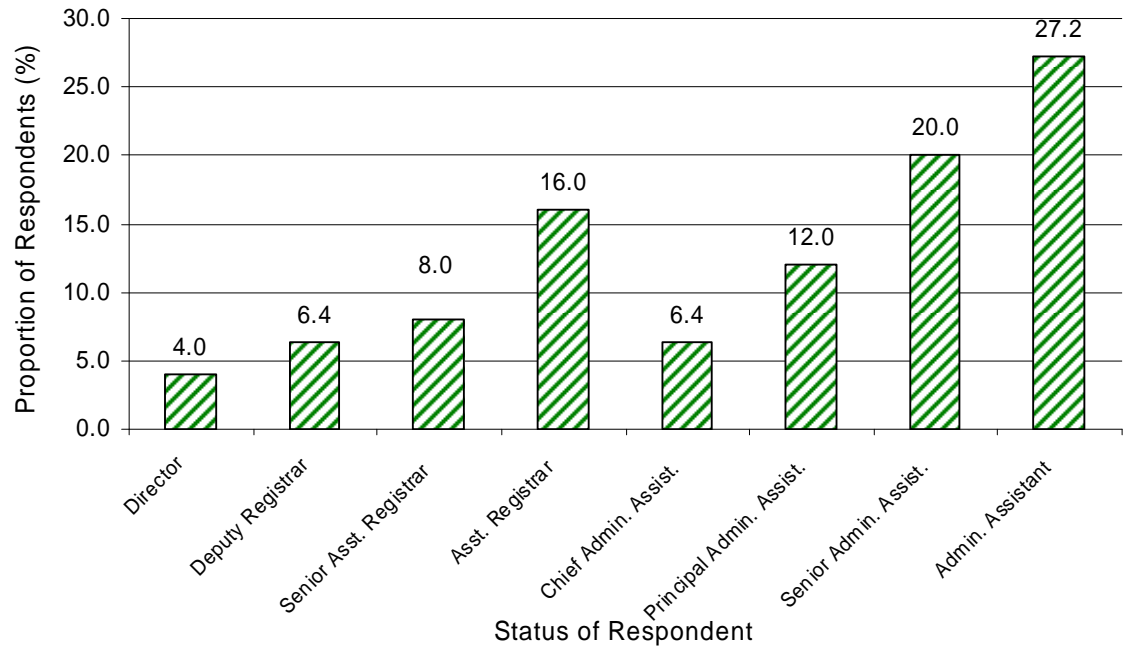
Information was also collected on the status of respondents. This information was analyzed as shown in table 4, while figure 4 clearly showed the graphical distribution of the status of respondent.

Table 4

Status of Respondents

Status	Responses	
	No.	Percentage
Director	5	4.0
Deputy Registrar	8	6.4
Senior Assistant Registrar	10	8.0
Assistant Registrar	20	16.0
Chief Administrative Assistant	8	6.4
Principal Administrative Assistant	15	12.0
Senior Administrative Assistant	25	20.0
Administrative Assistant	34	27.2
Total	125	100.0

Fig.4. Distribution (%) of Respondents by Status



From table 4, out of a total number of 125 staff participants, 43 (5+8+10+20) representing 34.4% were Senior Members and the remaining 82 (8+15+25+34) or 65.6% represented the Senior Staff in the Central Administration. Thus, the Senior Staff outnumbered the Senior Members. The graph also revealed that Administrative Assistants form the bulk of staff in the Central Administration.

The length of service of staff of the Central Administration was also collected as shown in Table 5

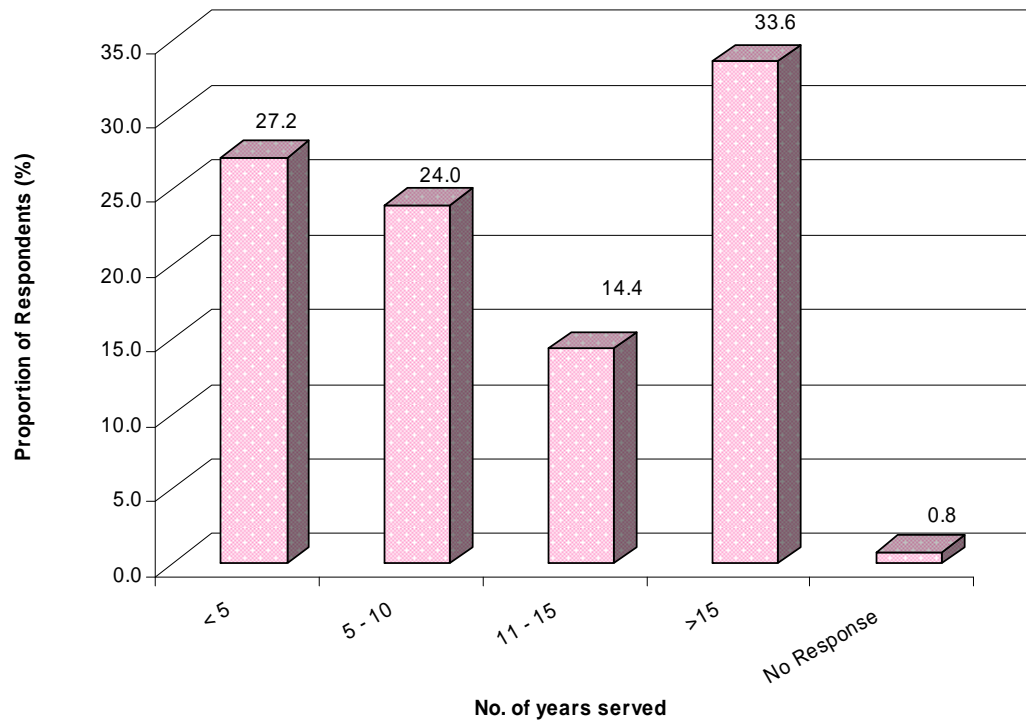
Table 5

Length of Service of Respondents

Length of Service	Responses	
	No.	Percentage
Below 5 years	34	27.2
5 – 10 years	30	24.0
11 – 15 years	18	14.4
16 Years and above	42	33.6
No Response	1	0.8
Total	125	100.0

Table 5 categorized respondents according to their length of service at the University. 34 of the respondents representing 27.2% had stayed below 5 years; 30 respondents representing 24% had spent between 5 and 10 years; 14.4% representing 18 respondents had spent between 11 and 15 years; the majority of 42 representing 33.6% had stayed in the University for 16 years and above. One participant did not respond to this item. This data reveals that most of the staff in the Central Administration had been in the University for 5 or more years and so were capable of identifying the causes of conflict and knowing the conflict management behaviours of their heads of department.

Fig 5. Composition (%) of Respondents by Years of Service



Existence of Conflicts in the Central Administration

Sources of Conflict

Table 6 summarizes responses of respondents on what they perceived as a major source of conflict in the Central Administration. These responses are represented by frequencies and percentages as shown on page 52.

Table 6

Sources of Conflict

Sources of Conflict	Responses										Total			
	Very Often		Often		Sometimes		Rarely		Never				No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Salary	25	20.0	38	30.4	30	24.0	15	12.0	12	9.6	5	4.0	125	100
Allowances	18	14.4	17	13.6	42	33.6	16	12.8	28	22.4	4	3.2	125	100
Promotion	16	12.8	31	24.8	40	32.0	18	14.4	12	9.6	8	6.4	125	100
Accommodation	26	20.8	38	30.4	33	26.4	17	13.6	10	8.0	1	0.8	125	100
Transport	11	8.8	15	12.0	34	27.2	31	24.8	28	22.4	6	4.8	125	100
Study/Sabbatical Leave	12	9.6	37	29.6	44	35.2	20	16.0	10	8.0	2	1.6	125	100
Disciplinary Action	6	4.8	15	12.0	40	32.0	32	25.6	24	19.2	8	6.4	125	100
Workload	1	6.7	2	13.3	5	33.3	6	40.0	1	6.7	0	0.0	15	100

Table 6 above shows that 63 (25 + 38) or 50.4% (20.0 + 30.4) of the respondents believed that salary was a source of conflict while 64 (26 + 38) or 51.2% (20.8 + 30.4) of them perceived accommodation as a source of conflict. 47.2% (24.8 + 22.4) of respondents did not believe transport was a source of conflict. A total of 37.6% (12.8 + 24.8) respondents stated that promotion was a source of conflict. 32% also believed that this was sometimes the source of conflict.

As far as allowances and disciplinary action were concerned, a total of 41.6% (i.e allowances = 22.4 + disciplinary action = 19.2) respondents did not consider them as sources of conflict. 44 or 35.2% of respondents conceded that study/sabbatical leave was occasionally a source of conflict. When heads of department were asked to respond to workload, 5 or 33.3% of them believed it was sometimes a source of conflict in the Central Administration. They also conceded that accommodation might be a source of conflict because of the few staff bungalows available. It is the University's policy to accommodate new employees with the rank of Principal Administrative Assistant and above. Poor communication on the allocation process could create conflict.

While putting data together the researcher learnt that the University Council had met and reviewed the University's housing policy. Thus, new employees with the rank of Principal Administrative Assistant and above would only be accommodated by the University when there were vacant bungalows. They would be given 40% of their basic salary in lieu of accommodation.

Again, there was some disagreement between the leaders of the Trade Union and the Principal Officers concerning the payment of salary arrears. The Union felt that the University should source for funds to pay the arrears immediately and wait for a refund from government to avoid any strike action by members. The University Authorities, on the other hand, was of the view that the leaders of the Trade Union should advise their members to be patient and wait for the government to pay the salary arrears. The researcher took the opportunity to conduct a quick interview with some respondents in the Central Administration.

The respondents felt that though government had delayed with the payment of the arrears, the principal officers in the Central Administration must have the welfare of the staff at heart and therefore use some internally generated funds (IGF) to pay once government had assured them of her preparedness to pay the full amount by January, 2010. After some deliberations between Union leaders and the principal officers, the matter was resolved when the Authorities agreed to pay half the amount which had been released by government at once and promised to pay the remaining half the following week in order not to disrupt the ongoing examinations.

Existence of Conflict in the Central Administration

Interpersonal and Structural Conflicts

Views were sought from respondents regarding the extent to which interpersonal conflicts including barriers to communication and structural conflicts occurred in the Central Administration. Both heads of department and subordinates responded to interpersonal conflicts. As regards structural conflicts all respondents except heads of department were asked to respond to such items on the questionnaire. Table 7 and 8 present the responses of the respondents.

Table 7 shows that 38 or 30.4% of the respondents believed that conflict between heads and workers occurred on the average. With regard to conflict between workers or group of workers in their departments, 20 or 16.0% expressed their view that it often existed. Views on the extent to which communication barriers like lack of information flow, trust, suspicion, deliberate misinformation

and different interpretations of information, contributed to conflict in the Central Administration were also expressed. 29.6% of respondents believed that it sometimes occurred while 10.4% of respondents were of the view that it never occurred. On conflict caused by the dominance of heads of department, respondents made up of both heads of department and subordinates felt it was on the average. 36 or 28.8% indicated that it sometimes occurred.

Table 7.

Interpersonal Conflicts (Extent of Existence of Conflict)

Types of Inter-personal Conflict	Responses									
	Very Often No. %	Often No. %	Sometimes No. %	Rarely No. %	Never No. %	No Response No. %	Total No. %			
Conflict between Head of Dept & subordinate	9 7.2	16 12.8	38 30.4	27 21.6	28 22.4	7 5.6	125 100			
Conflict between workers or group of workers	10 8.0	20 16.0	36 28.8	26 20.8	25 20.0	8 6.4	125 100			
Conflict caused by communication barriers	11 8.8	39 31.2	37 29.6	20 16.0	13 10.4	5 4.0	125 100			
Conflict caused by dominance of head	12 9.6	13 10.4	36 28.8	26 20.8	34 27.2	4 3.2	125 100			
Conflict caused by misinterpretation of behaviour of others	11 10.0	16 14.5	35 31.8	21 19.1	17 15.5	10 9.1	125 100			

On the existence of conflict in the Central Administration with regard to structural conflict, views were sought from respondents who were not heads of department.

Table 8 shows their responses.

Table 8.

Extent of Existence of Structural Conflicts

Types of Structural Conflict	Responses													
	Very often		Often		Sometimes		Rarely		Never		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lack of participation in decision-making	7	6.4	18	16.4	32	29.1	18	16.4	25	2.7	10	9.1	110	100
Head's dependence on one worker while others are sidelined	12	10.9	14	12.7	24	21.8	22	20.0	27	24.5	11	10.0	110	100
Unclear role definitions	8	7.3	19	17.3	38	34.5	10	9.1	24	21.8	11	10.0	110	100
Unequal access and control of resources	11	10.0	21	19.1	26	23.6	13	11.8	29	26.4	10	9.1	110	100

Table 8 indicates that 32 or 29.1% of respondents believed that conflict sometimes occurred due to lack of participation in decision-making. These members of staff were of the view that, their heads should involve them in decisions taken concerning their performance in their various offices. As to a head's dependence on one worker while others are sidelined causing conflict, 21.8% believed that it sometimes occurred. 24.5% of respondents were of the

opinion that it never occurred. This same pattern was followed when 21.8% responded to conflict caused by unclear role definitions.

On conflict caused by unequal access and control of resources, 23.6% believed that it sometimes occurred. 29 or 26.4% stated that it never occurred, while 10 or 9.1 did not respond to this item on the questionnaire. As many as 21 or 19.1% believed it often occurred, but 13 or 11.8% stated that it rarely occurred.

These findings implied that, interpersonal and structural conflicts did exist in the Central Administration; though not to a very large extent. It is worthy to note that, good interpersonal relationships foster peaceful working atmosphere as well as interaction and interdependence in the workplace. It enables workers to rely on one another and encourages them to forge ahead to achieve the vision and goals of the institution.

Conflict Prevention Processes/Techniques

This aspect dealt with how respondents perceived the extent to which the heads of department attached importance to conflict prevention. Both heads of department and their subordinates responded to the same items. In addition, the heads responded to the extent of importance attached to delegating authority to other members of staff, being considerate and sympathetic to staff with personal problems and ensuring personal atmosphere of openness. Table 9 presents the responses on the importance heads attached to Conflict Prevention Processes.

Table 9

Importance attached to Conflict Prevention Processes/Techniques

Conflict Prevention Processes	Responses										Total			
	VGI		GI		SI		LI		NI				NR	
	No	%	No	%	No	%	No	%	No	%	No.	%	No.	%
Ensuring free flow of information to members of staff	54	43.2	30	24.0	14	11.2	9	7.2	9	7.2	9	7.2	125	100
Accessibility of head to staff for discussion	38	30.4	45	36.0	18	14.4	9	7.2	8	6.4	7	5.6	125	100
Encouraging staff to work as a team	48	38.4	39	31.2	11	8.8	12	9.6	7	5.6	8	6.4	125	100
Fairness in dealing with all members of staff	45	36.0	26	20.8	25	20.0	11	8.8	10	8.0	8	6.4	125	100
Encouraging feedback from staff	39	31.2	45	36.0	15	12.0	8	6.4	9	7.2	9	7.2	125	100
Delegating authority to other members of staff	6	40.0	7	46.7	2	13.3	0	0.0	0	0.0	0	0.0	15	100
Being considerate and sympathetic to staff with personal problems	4	26.7	5	33.3	4	26.7	2	13.3	0	0.0	0	0.0	15	100
Ensuring personal atmosphere of openness	5	33.3	8	53.3	2	13.3	0	0.0	0	0.0	0	0.0	15	100

(VGI – Very Great Importance, GI – Great Importance, SI – Some Importance, LI - Little Importance, NI – No Importance and NR – No Response).

Table 9 reveals that, most of the respondents thought that heads made use of conflict prevention techniques and attached great importance to them. 54 or 43.2% respondents stated that, heads attached very great importance and (30) 24.0% indicated heads attached great importance to this process. The findings implied that, majority of the respondents were satisfied with the way their heads of department attached importance to free flow of information despite the fact that communication barriers on the whole was a great source of conflict. This might be due to the fact that, heads of department were probably aware of this problem and therefore attached importance to free flow of information.

The table also indicates that, majority of the respondents, that is, 36.0% expressed satisfaction with the way the heads attached importance to being accessible to staff for discussions, 38.4% at encouraging staff to work as a team, 36.0% dealing fairly with all members of staff and 36.0% encouraging feedback from staff. This finding confirmed the studies made by Gorton and Snowden (1993). They noted that, an administrator could prevent much conflict by meeting regularly with personnel for the purpose of clarifying expectations and by offering suggestions on how job performance might be improved.

When the 15 heads of department were asked to respond to the importance they attached to delegating authority to other members of staff, 6 or 40.0% stated that they attached very great importance while 7 or 46.7% attached great importance. As to being considerate and sympathetic to staff with personal problems, 4 or

26.7% stated they attached very great importance to it. Their response to ensuring personal atmosphere of openness showed that 8 or 53.3% attached great importance to this prevention process. Thus, the heads allowed their staff to freely express their opinion on issues without any victimization. The study therefore revealed that heads of department in the Central Administration were aware of conflict prevention techniques and attached great importance to them.

Conflict Resolution Processes

The last factor on conflict management considered was conflict resolution processes. Even though heads of department attached great importance to conflict prevention processes, some conflict still existed in the Central Administration. The extent to which heads of department employed conflict resolution processes in finding solutions to conflicts that arose in the central Administration is shown in Table 10.

Table 10 reveals that heads of department resolved conflicts that arose in the Central Administration through persuasion, arbitration, joint problem-solving and accommodation. 29.6% of respondents believed heads often resolved conflicts through persuasion and 24.0% accounted for conflicts resolved through arbitration processes. From the responses, 28.8% of them believed heads resolved conflicts through the joint problem solving process while 27.2% stated conflicts were often resolved through accommodation where the heads co-operated with the conflicting parties, by giving in to their demands.

Table 10 - **Employment of Conflict Resolution Processes**

Types of Conflict Resolution Process	Responses												Total No.	%
	Very often No	%	Often No	%	Occasion-ally No	%	Seldom No	%	Never No	%	No Response No	%		
Isolation/Avoidance	14	11.2	22	17.6	17	13.6	34	27.2	30	24.0	8	6.4	125	100
Persuasion	19	15.2	37	29.6	24	19.2	20	16.0	16	12.8	9	7.2	125	100
Arbitration	13	10.4	30	24.0	19	15.2	27	21.6	26	20.8	10	8.0	125	100
Imposition	1	0.8	9	7.2	18	14.4	22	17.6	58	46.4	17	13.6	125	100
Joint Problem Solving	17	13.6	36	28.8	25	20.0	20	16.0	18	14.4	9	7.2	125	100
Accommodation	14	11.2	34	27.2	23	18.4	24	19.2	20	16.0	10	8.0	125	100
Procrastination	13	10.4	16	12.8	20	16.0	22	17.6	45	36.0	9	7.2	125	100
Domination	7	5.6	12	9.6	13	10.4	26	20.8	57	45.6	10	8.0	125	100

The table also indicates that 27.2% of respondents felt that heads of department seldom used isolation or avoidance to resolve conflict. 46.4% stated heads never used imposition and 36.0% pointed out that procrastination was never adopted by heads of department in resolving conflicts. As to resolving conflict through domination, 45.6% of respondents stated that heads never used this technique in conflict resolution. This was perhaps because they realized that domination was not an effective tool in resolving conflict.

The researcher also took the opportunity to find out from the fifteen heads of department who completed the questionnaire (Appendix 11) on whether they had resolved some conflict in their offices. Eleven (73.3%) had resolved some

kind of conflict in their department. Some of the conflicts were interpersonal and structural.

One head of department told the researcher that, on assumption of duty, he realized there was always conflict between a particular lady and the rest of his staff. To resolve the conflict, he convened an open meeting where everyone was allowed to state their grievances. He said, as they spoke, he listened attentively to each of them and in the end, they were happy that they had had the opportunity to be heard. He further had a private conversation with the disruptive member and it worked. 80% of the heads were of the view that sometimes their behavior was misconstrued by their subordinates.

This may be due to communication gap or lack of adequate information on certain actions that were taken by heads of department. Their main concern was how the channel of communication could be effectively used to avoid or minimize conflict in the Central Administration. The heads of department also made some suggestions towards improving the use of conflict management processes in the Central Administration.

Some of the suggestions were that, there should always be free flow of information; training in Conflict Management for heads of department must be organized; dialoguing should be encouraged and adoption of joint problem-solving technique, where both parties to the conflict jointly meet to solve the problem at hand.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary of the findings of the study, conclusions and recommendations for the use of conflict management processes are presented in this chapter.

Summary

The research was specifically conducted at the Kwame Nkrumah University of Science and Technology (KNUST). This study sought to find out conflict situations in the Central Administration and what processes have been put in place by heads of department in managing them. Four main research questions were formulated. In order to collect data, the researcher developed two sets of questionnaires. The first set was administered to all respondents who were not heads of department. The second set was administered to Heads of Department. A pilot testing was carried out to check for ambiguity, inconsistency and validity of the instruments. These were administered to a sampled population of 140 participants made up of administrative/professional staff drawn from the Central Administration. 125 participants made up of 43 senior members and 82 senior staff responded to the questionnaire. Responses were coded and analyzed on the computer using the Statistical Package for Social Sciences (SPSS). The results were put into graphical and tabular forms made up of frequencies and percentages.

The study revealed that the leading sources of conflict were staff salaries, allowances, accommodation, disciplinary action, promotion, study leave and workload. Interpersonal conflicts such as conflict between the head of department and subordinates, conflict between workers or group of workers, conflict caused by communication barriers, dominance of head and conflict caused by misinterpretation of behavior of others did exist in the Central Administration.

Structural conflicts such as lack of participation in decision-making, unclear role definitions, head's dependence on one worker while others were sidelined, unequal access and control of resources were also visible.

The heads of department, aware of the existence of conflicts in the Central Administration, attached great importance to conflict prevention processes such as ensuring free flow of information to members of staff, being accessible to staff for discussion, encouraging staff to work as a team, being fair in dealing with all members of staff, encouraging feedback from staff, delegating authority to other members of staff and ensuring personal atmosphere of openness.

The heads of department also employed conflict resolution processes such as persuasion, arbitration, joint problem solving and accommodation to resolve conflicts that arose in their offices. By employing these techniques helped to reduce tension among staff in the Central Administration. They also suggested the need for free flow of information at the right time and the training of heads of department in Conflict Management processes in order to minimize conflicts.

Conclusion

This section attempts to interpret the findings made in the research. For any system to run smoothly and efficiently as expected, there must be the establishment of the proper order for all components of the system. Each part must have a definite role and complement some aspect in promoting the functioning of the whole system. In other words, there should be total agreement between any two parts or among all the components, in this case, staff of the central administration, if they are going to synchronize harmoniously for collective working and effectiveness.

From the findings of the study, a number of conclusions could be drawn. It was discovered that, the types of conflict prevalent at the Central Administration were interpersonal as well as structural conflicts. It could therefore be concluded that, conflicts did exist in the Kwame Nkrumah University of Science and Technology. The researcher also discovered that, the sources of conflict were numerous. Some of the more predominant ones included allocation of accommodation, promotion, communication barriers, role ambiguity and limited resources.

This study found that, though communication barriers were dominant, a lot of conflicting situations did not occur in the Central Administration. Heads of department employed conflict prevention processes and attached great importance to them. They resolved conflicts that emerged through persuasion, arbitration, accommodation and joint problem-solving methods.

As indicated earlier, conflict management processes that often relied on the use of dominance or suppression methods portrayed management as defensive making employees feel their views were not respected. This led to dissatisfaction, demoralization and low productivity.

It should be noted that, conflict is part of life but when handled through joint problem-solving approach, most conflicts could be resolved successfully.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations are made:

A proper diagnosis of the source of any conflict situation should be carried out to determine its real source for more effective handling.

Heads of department must do away with dominance or suppression methods which make subordinates believe that their opinions are not respected. Instead, management is encouraged to make use of integration or problem solving method.

This involves identifying the problem, discussing the problem with the parties involved and arriving at a mutually acceptable solution.

Heads must try and be accessible to staff they work with. Sometimes the simple process of being able to express one's feelings to a concerned and understanding listener is enough to relieve frustration and make it possible for the frustrated individual to have a problem-solving frame of mind, and better able to cope with a personal difficulty that may affect his work adversely.

Heads of department should keep the channels of communication open so that there is free flow of information. This will help to prevent mistrust, suspicions, strong emotions and misinformation among staff. Most conflicts crop up because of misinterpretations and individuals jumping to the wrong conclusions.

Favoritism should be done away with. Management must be fair in its dealings with every member of staff of the Central Administration of the Kwame Nkrumah University of Science and Technology.

There should be collaboration; that is, when conflicts arise, heads of department should attempt to satisfy everyone by working through differences and seeking solutions in which everyone gains.

Decisions taken by committees that are set up to look into conflict situations should be implemented. This will make staff have confidence in the committee system.

Finally, it is recommended that training in conflict management should be organized for heads of department and staff in the Central Administration of the Kwame Nkrumah University of Science and Technology.

The researcher wants to suggest to future researchers to research into conflict management processes in the Colleges and other departments of the University.

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APPENDIX 1

**QUESTIONNAIRE ON CONFLICT MANAGEMENT PROCESSES IN THE
CENTRAL ADMINISTRATION OF THE KWAME NKRUMAH
UNIVERSITY OF SCIENCE AND TECHNOLOGY**

INTRODUCTION

This questionnaire is to solicit information on Conflict Management processes in the Central Administration of the Kwame Nkrumah University of Science and Technology. Please try to provide answers to the items that follow. Do not write your name. The information you provide will be treated as confidential and your identity will not be disclosed to anyone. Please respond to each item only once.

Thank you.

SECTION A: Basic Information

Respond by ticking the appropriate box.

Gender: Male [] Female []

Age: 20 – 29 []

30 – 39 []

40 – 49 []

50 – 59 []

60+ []

Highest Academic Qualification: (i) Pre-University []

(ii) First degree []

(iii) Second degree []

(iv) Third degree []

Present Status/Rank:

Department/Office:

Length of service in the KNUST

Below 5 years []

5 – 10 years []

11 – 15 years []

Over 15 years []

SECTION B: Existence of Conflicts in the Central Administration

What is the major source of conflict between staff and Central Administration?

Please tick (√) one of the following to show the frequency of the source of conflict.

SOURCE OF CONFLICT	VERY OFTEN	OFTEN	SOMETIMES	RARELY	NEVER
6. Salary					
7. Allowances					
8. Promotion					
9. Accommodation					
10. Transport					
11. Study/Sabbatical Leave					
12. Disciplinary Action					

SECTION C: Extent of existence of Conflict

What is the extent to which the type of conflict mentioned below occur in your

Department/Office? Tick (√) only one of the following:

Very Often (V.O); Often (O); Rarely (R); Sometimes (S) and Never (N)

EXTENT OF EXISTENCE OF CONFLICT	V. O	O	R	S	N
13. Conflict between the head of department and a worker					
14. Conflict between workers or groups of workers					
15. Conflict caused by communication barriers (e.g. lack of information flow, lack of trust, suspicion, strong emotions, deliberate or unintentional misinformation)					
16. Conflict caused by dominance (head controlling the behavior of workers in the department, imposition of values, intolerance of others' views)					
17. Conflict caused by lack of participation in decision-making					
18. Conflict caused by the head's dependence on one worker while others are sidelined					
19. Conflict caused by misinterpretation of behavior of others					
20. Conflict caused by unclear role definitions					
21. Conflict caused by unequal access and control of Resources					

SECTION D: Conflict Prevention Processes

In your opinion what importance does your Head of Department/Office attach to the underlisted conflict prevention processes? Tick (✓) one of the following: Very Great Importance (V.G.I); Great Importance (G. I.) Some Importance (S. I.); Little Importance (L. I.); No Importance (N. I)

IMPORTANCE OF CONFLICT PREVENTION PROCESSES IN THE DEPARTMENT/OFFICE	V.G.I.	G.I.	S. I	L. I.	N. I.
22. Ensuring free flow of information to members of staff					
23. Accessibility of head to staff for discussions					
24. Encouraging staff to work as a team					
25. Fairness in dealing with all members					
26. Encouraging feedback					

SECTION E: Conflict Resolution Processes

To what extent does the Head of Department/Office employ the underlisted conflict resolution processes in finding solutions to conflict that arise in the Central Administration of the Kwame Nkrumah University of Science and Technology. Indicate your response by ticking (√) one of the following: Very Often (V.O); Often (O); Seldom (S); Never (N).

EMPLOYMENT OF CONFLICT RESOLUTION PROCESSES	V.O	O.	S.	N.
27. Isolation / Avoidance (Removing / reducing contact between conflicting parties)				
28. Persuasion (Trying to convince conflicting parties to accede to their goals not out of fear but because of their own values)				
29. Arbitration (Solving the problem with a third party)				
30. Imposition (Settling the matter by forcing a resolution)				
31. Joint problem-solving (Allowing parties to jointly consider with you the different streams of thought to solve the problem)				
32. Accommodation (A willingness to cooperate in satisfying others' concerns while not being assertive)				
33. Procrastination (Adopting a "let's wait and see" attitude)				
34. Domination (Settling conflict without consulting with the other party)				

Thank you for spending time to respond to these questions

APPENDIX 11

QUESTIONNAIRE FOR HEADS OF DEPARTMENT OF THE CENTRAL ADMINISTRATION OF THE KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INTRODUCTION:

This Questionnaire is part of a study into Conflict Management Processes in the Central Administration of the Kwame Nkrumah University Of Science And Technology. Your frank response to questions will contribute immensely to help identify more reliable ways of employing Conflict Management Processes in the Central Administration.

You are fully assured that your contribution will be held in confidence.

PART A: Personal Data

Respond by ticking (✓) the appropriate box or fill in as appropriate.

1. Gender (Sex): Male () Female ()
2. Highest academic qualification: (i) First degree ()
(ii) Second degree ()
(iii) Third degree ()
3. Present Status/Rank:
4. Department/Office:
5. Length of service in the KNUST
Below 5 years ()
5 – 10 years ()
11 – 15 years ()
Over 15 years ()

PART B: Existence of Conflicts in the Central Administration

SECTION 1: Sources of Conflict

Which of the following do you consider to be a source of conflict among staff in your dept/office? Please (√) one of the following to show the frequency of the source of conflict.

SOURCE OF CONFLICT	VERY OFTEN	OFTEN	SOME TIMES	RARELY	NEVER
Accommodation					
Promotion					
Transport					
Salary					
Allowances					
Study leave					
Disciplinary action					
Sabbatical leave					
Work load					

SECTION 11: Extent of Existence of Conflict

Please show the extent to which the type of conflict mentioned below occur in your Department/Office. Tick (√) one of the following. Very Often (V.O.); Often (O); Rarely (R); Sometimes (S) and Never (N).

EXTENT OF EXISTENCE OF CONFLICT	V.O.	O	S	R	N
Conflict between head and a worker / a group of workers					
Conflict between workers or groups of workers in the Department.					
Conflict caused by communication barriers (e.g. lack of information flow and trust, suspicion, misinformation, etc)					
Conflict caused by dominance (e.g. controlling workers behaviours, imposition of values, intolerance of others)					
Conflict caused by misinterpretation of behavior by subordinates.					

Do you have a system of checking conflict in your Department/Office?

Yes () No ()

If yes mention such system and how helpful it has been to you as an administrator

.....

.....

.....

What in your opinion will curb or prevent conflict in your Department/Office

.....

.....

PART C: Conflict Prevention Processes

Indicate the degree of importance you attach to the following processes to help prevent conflict in your Department/Office, by ticking (√) one of the following: Very Great Importance (V.G.I.); Great Importance (G.I.); Some Importance (S.I.); Little Importance (L.I.); No Importance (N.I.).

IMPORTANCE OF CONFLICT PREVENTION PROCESSES IN THE DEPARTMENT/OFFICE	V.G.I.	G.I.	S.I.	L.I.	N.I.
Ensuring free flow of information to members of staff					
Being accessible to staff for discussions					
Encouraging staff to work as a team					
Being fair in dealing with all members of staff					
Encouraging feedback					
Being able to delegate authority to other members of staff					
Being considerate and sympathetic to staff with personal problems					
Ensuring personal atmosphere of openness					

31. What personal strategies do you use or have you used to prevent the occurrence of Conflict in your department/office?

.....

.....

.....

PART D: Conflict Resolution Processes

Indicate the extent to which you employ the under-listed resolution processes in finding solutions to conflicts that arise in your Department/Office. Show by ticking (√) one of the following: Very Often (V.O.); Often (O); Seldom (S); Never (N)

EMPLOYMENT OF CONFLICT RESOLUTION PROCESSES	V.O	O.	S.	N.
32. Isolation/Avoidance (Removing/reducing contact between conflicting parties)				
33. Persuasion (Trying to convince conflicting parties to accede to their goals not out of fear but because of their own interests and values)				
34. Arbitration (Solving the problem with a third party)				
35. Imposition (To settle the matter by forcing a resolution)				
36. Joint problem-solving (Allowing parties to jointly consider with you the different streams of thought to solve the problem)				

Thank you for spending time to respond to these questions.