

**ORGANIZATIONAL CONFLICT, PSYCHOLOGICAL CONTRACT,  
COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR:  
A CASE OF KYAMBOGO UNIVERSITY**

**BY**

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## **DECLARATION**

I declare that this dissertation is a result of my concerted research effort and investigation.

It has never been submitted to any other institution for any degree award.

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## APPROVAL

This dissertation has been submitted for examination with my approval as the University Supervisor.

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## **DEDICATION**

This work is dedicated to my dear wife Teopista Nalubega, who gave me all the support and encouragement throughout my studies, and to my children Resty Nakimuli, Godfrey Nsobya, Geoffrey Ssempala, Henry Kasolo, Stella Nanteza, and Eddie Ssebaggala.

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## **ACRONYMS**

ANOVA	Analysis of Variance
KYU	Kyambogo University
KYUASA	Kyambogo University Academic Staff Association
OCB	Organisational Citizenship Behaviour
PC	Psychological Contract
SPSS	Statistical Package for Social Scientists

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## **ABSTRACT**

The study sought to examine the relationship between Organizational Conflict, Psychological Contract, Commitment and OCB at Kyambogo University. A cross-sectional research design was used to generate data and quantitative methodology was used in analysing the relationships. Questionnaires and review of related literature were used to collect the data. A Conceptual Framework was developed to guide the researcher in analysing the relationships between the variables. The Statistical Package for Social Scientists (SPSS) was used to test the relationships between the variables. A regression model was used to determine the degree to which the predictors which were, Psychological Contract, Emotional Outcomes, Organisational Conflict and Employee Commitment could explain the dependent variable i.e., Organisational Citizenship Behaviour. The findings showed that:

There is no significant relationship between Organisational Conflict and Employee Commitment.

There is a positive and significant relationship between employee Commitment and OCB.

There is no significant relationship between Organisational Conflict and Psychological Contract. No link was observed between the two variables.

There is a positive relationship between Psychological Contract and OCB.

The Psychological contract is a better predictor of Organisational Citizenship Behaviour than Emotional Outcomes, Organisational Conflict and Employee Commitment.

## **CHAPTER ONE**

### **1.0 BACKGROUND**

Conflict is inherent in all organizations (Lynch cited in Palazzo, 2007). Wall & Callister cited in Korsgaard (2008) defined organisational conflict as a process in which one party perceives that its interests are being opposed or negatively affected by another. Bacal cited in Waitchalla and Radnan (2006) asserts that conflict in organisations can be functional or dysfunctional. Functional conflict supports an organisation in achieving its goals. Dysfunctional conflict prevents an organisation from achieving its goals. Since its establishment, Kyambogo University (KYU) has had to go through a number of conflicts which have escalated into strikes involving academic staff and students (Memo to Chairperson and Members of KYU Council from Secretary to Council on strikes at KYU, 6 March 2005). The escalation of conflict at KYU seems to have led to the violation of the psychological contract (PC). By PC we mean an unwritten set of expectations operating at all times between every member of an organisation and the various managers and others in the organisation (Schein cited in Svensson and Wolven, 2010). Cases of PC violation were the University's failure to honour staff expectations such as increased pay, and promotions. Instead there was an arbitrary reduction of lecturers' salaries (KYUASA General Assembly Resolutions, 10 January 2008).

Cases of lack of commitment became rampant (memo from the Vice Chancellor to all KYU staff 23 February 2009). A committed employee is the one who stays with the organisation through thick and thin, attends work regularly, puts in a full day, protects company's assets and shares company goals (Meyer and Allen cited in Chen and Jiang,

2009). Anecdotal evidence reveals that lecturers disappear from duty during examinations without notice. Cases of unethical behaviour such as absconding from duty for long periods are rampant, and most staff do not communicate their absence. Some invigilators stay outside the examination rooms during invigilation. Checking of students as they enter the examination rooms is not being done effectively (Report on administration of Semester II exams 2007/2008). Lack of commitment seems to have led to a decline in organisational citizenship behaviour (OCB) at the University. OCB represents individual behaviour that is discretionary. The key indicators of OCB are altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Conscientiousness requires employees to carry out certain role behaviours well beyond the minimum required levels. In KYU there is delayed marking and release of examination results. At one time the Dean faculty of Vocational Studies was prompted to ask the Head of Department of Business Studies to give a satisfactory explanation on delayed results (letter to Head Department of Business Studies 11<sup>th</sup> February 2008). There is a general lack of interest among staff in carrying out research at KYU (memo to all Heads of Departments from the Academic Registrar 14<sup>th</sup> April 2008). This is evidently a case of lack of civic virtue amongst staff, which requires participation of employees in organisational activities.

In a press release (March 3 2008), the Guild President revealed that University management was shying away from solving problems of lecturers and students. He further stated that students had tolerated for a long time problems such as lack of funding, infrastructure, sanitation, and delayed release of results and transcripts. The New Vision (12 March 2008) reported that since 2003 lecturers went on strike over allowances,

management's failure to implement Court ruling on integration (The High Court of Uganda, Miscellaneous Application No.643 of 2005: Fr. Francis Bahikirwe Muntu & 15 others vs. KYU); delay in implementing the Kamuntu Report (2007), and over irregular pay. In the last case, there was an arbitrary reduction in lecturers' salaries. The students joined the striking lecturers and engaged police in running battles. University property was destroyed, including two burnt vehicles, losses to journalists and police and finally closure of the University.

Unless conflicts are effectively managed in Universities and other organisations, they are likely to have more adverse effects on employees' psychological contracts, commitment and OCB.

### **1.1 Problem Statement**

Managing conflict by avoiding or ignoring it, or coercing employees to give up their demands, seems to inhibit organisational citizenship behaviour (OCB). Declining OCB in KYU may be due to lack of altruism, conscientiousness, sportsmanship, courtesy and civic virtue. These are the key indicators of OCB. In KYU almost all employees have lost a sense of OCB. Most academic staff members do not attend or participate in meetings or follow work rules or instructions. Such acts show lack of commitment to the institution and tantamount to a breach of the psychological contract. Management in KYU appears to have failed to address staff grievances so as to strengthen OCB.

## **1.2 Purpose of the Study**

The study sought to examine the relationship between organizational conflict, psychological contract, commitment and OCB.

## **1.3 Objectives of the Study**

1. To investigate the relationship between organizational conflict and employee commitment to Kyambogo University.
2. To establish the relationship between employee commitment and organizational citizenship behaviour.
3. To assess the relationship between organizational conflict and psychological contract.
4. To investigate the relationship between psychological contract and organizational citizenship behaviour (OCB).

## **1.4 Research Questions**

1. What is the relationship between organizational conflict and commitment?
2. What is the relationship between commitment and organizational citizenship behaviour?
3. What is the relationship between organizational conflict and the psychological contract?
4. What is the relationship between psychological contract and organizational citizenship behaviour?

## **1.5 Significance of the Study**

The researcher hopes that the study findings will be used in the following ways:



By studying a new institution the researcher hopes to generate new knowledge about organizational conflict, psychological contract, employee commitment and organizational citizenship behaviour. The findings of the study can be used by Kyambogo University, as well as other public institutions to improve their performance. Other organizations could use the findings to enhance their performance as well.

## **1.6 Scope of the Study**

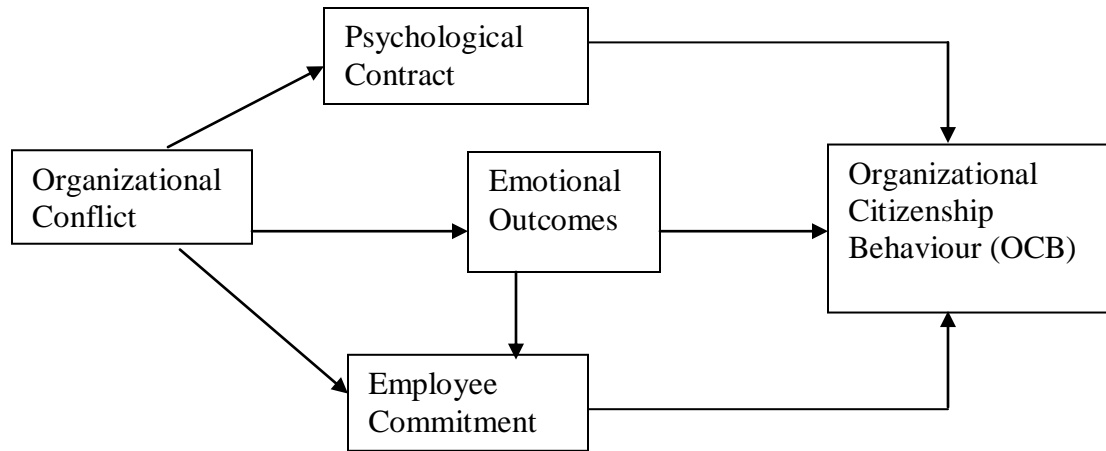
### **1.6.1 Conceptual Scope**

The study was limited to organisational conflict, psychological contract, employee commitment and OCB. In organisational conflict the researcher looked at functional and dysfunctional conflict.

### **1.6.2 Geographical Scope**

The study covered all faculties of Kyambogo University which include the Faculty of Education, Faculty of Vocational Studies, Faculty of Science, and the School of Management and Entrepreneurship. This is the only public University located in Nakawa Division of Kampala, the capital city of Uganda. It is eight kilometres from the city centre along Kampala-Jinja highway.

## 1.9 The Conceptual Framework



*Source: Literature Review*

### Description of the Conceptual Framework

Proper conflict management in an organization will create an atmosphere of fairness and equity, which will raise employees' expectations, thereby resulting into the fulfilment of the psychological contract and commitment to the organization. As a consequence, organizational citizenship behaviour (OCB) will be enhanced. On the other hand, poor conflict management will lead to negative emotional outcomes which will lead to poor employee commitment and eventually to poor OCB.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covered a critical review of literature related to the variables being investigated as highlighted in the conceptual framework. It was divided into five parts. The first part discussed organisational conflict and its relationship to commitment. The second part discussed organisational conflict and its relationship to the psychological contract; the third part discussed organisational conflict and its relationship to the psychological contract; the fourth part discussed organizational conflict and its relationship to OCB.

#### **2.2 Organizational Conflict and Commitment**

According to Rahim cited in Lam, Chin and Pun (2007), conflict is defined as the disagreements among the working parties about the tasks being performed, including differences in viewpoint, ideas, and opinions. It exists whenever one party perceives that its interests are being opposed or negatively affected by another. Kolb and Putnam cited in Nair (2008) defined organizational conflict as the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of theirs. They identify two major types of conflict: Functional conflict, which supports an organization's goals; Dysfunctional conflict, which prevents an organization from achieving its goals. Walton and Dutton cited in Nair (2008) define Organizational conflict as the perceived incompatible differences that result in interference or opposition. When people perceive that existence of differences, then a conflict exists. Conflict is

seen in a number of ways. Mullins (2005) observes that conflict is not necessarily a bad thing. If properly managed, it can arguably have positive outcomes. It can be an energizing force in groups and in the organization. It can be seen as a constructive force and in certain circumstances it can be welcomed or even encouraged. For example, it can be seen as an aid to incremental improvement in organizational design and functioning, and to the decision making process. Conflict can be an agent for evolution and internal and external change. If properly identified and handled, it can help to minimize the destructive influences of the win-lose situation.

Bagshaw cited in Suliman and Abdulla (2005) notes that conflict is a fact of life in organisations as well as other areas of life, as people compete for jobs, resources, power, acknowledgement and security. Conflict could be experienced in our interaction with other colleagues in meetings, programmes, and discussions.

According to Rotenberry and Moberg (2007), commitment refers to attachment and loyalty to an organization. The individual who is committed to an organization has a strong identification and involvement with that particular organization. He has a strong desire to remain a member of the organization and believes in and accepts the values and goals of that organization, in addition to his readiness to exerting considerable effort on behalf of the organization. At least three general themes exist: affective attachment to the organisation, perceived costs associated with leaving the organisation and obligation to remain with the organisation (Ogba, 2006).

Research has revealed great support for the relationship between organisational conflict and commitment. Bodtker and Jameson cited in Nair (2008) argue that to be in conflict is to be emotionally charged, and as a result such employees cannot be committed to the organisation.

Studies in intra group conflict show that two major types of conflict impact on group effectiveness. On the one hand, relationship conflict reduces mutual understanding and goodwill, thus hampering the completion of group tasks. It also distracts group members' attention from technical and decision-making tasks. Likewise, relationship conflict causes members to be sensitive, short tempered, distrustful, and resentful. This can have negative consequences on group processes and outcomes. In addition, empirical studies on conflict and group performance have a strong negative impact on group outcomes (Ayoko, 2007). Previous studies show that people react to conflict through conflict or cooperation. An intellectual disagreement that occurs as people deal with their incompatible activities and try to solve their conflict is referred to as constructive response to conflict. Also constructive conflict involves the ability to shift perspectives and see the problem from another person's point of view. However, when group members choose to compete, they avoid the conflict and they try to win the fight. According to Tjosvold and Wong cited in Ayoko (2007), group members who engaged in cooperative interactions had progress in solving problems. In addition, they worked more efficiently, formed a stronger relationship and had more confidence. Group members who engaged in competition were distrustful, dominating and inefficient. They avoided

open and constructive discussion of ideas and differences, had negative feelings, and doubts about future collaboration.

### **2.2.1 Conflict management**

Studies have shown that members of work groups often resort to passive forms of conflict management such as avoidance (Ayoko et al., cited in Nair (2008). Pareek cited in Nair (2008) refers to the approach and avoidance mode of conflict management. The approach mode is thought to include strategies such as confrontation, compromise, arbitration and negotiation, while avoidance modes or styles could include resignation, withdrawal, buying time or appeasement. As part of negotiation he refers to the affective method of conflict resolution through the establishment of positive feelings by each party and minimizing feelings of anger, threat or defensiveness by depersonalizing the problem. This is an important cue for the use of emotions in the conflict management stage. Kolb and Putnam cited in Nair (2008) summarize the basic forms of conflict management as “self-help (force, vengeance), avoidance (withdrawing from the relationship), lumping it (tolerating the situation without public comment), negotiation and the involvement of third party mediators, arbitrators, and/or adjudicators.”

### **2.3 Organisational Commitment and OCB**

Organisational commitment is generally believed to result from the acceptance of organisational goals and values (Ogaard, Larsen & Marnburg, 2005). People get committed when their views have been taken into account. Work environment is also closely aligned to organisational commitment. If the work environment is not seen as friendly or co-operative, and the relationship between employees is generally not amicable, then individuals are unlikely to feel committed to the organisation (Hrebiniak

and Alutto cited in Sing, Gupta and Venugopah, 2008). An individual's experiences of their co-workers' commitment can have an effect on their own commitment (Steers cited in Ahmad and Bakar, 2009).

According to Baron cited in Syed and Alam (2009), organizational citizenship behaviours are discretionary workplace behaviours that exceed one's basic job requirements. They are often described as behaviours that go above and beyond the call of duty. Organ cited in Munene and Kagaari (2007) defined OCB as the individual's behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation. Organ proceeded to define what he meant by discretionary, as the behaviour that is not an enforceable requirement of the role or the job description that is the clearly specifiable terms of the person's employment contract with the organisation. Discretionary behaviours include behaving courteously and respectfully to clients, regular attendance and participation in meetings, actively promoting the organisation's products and services to people, and diligently following work rules and instructions.

Organ explains what does and does not constitute OCB in his example of a college professor. College professor who prepare for their courses, teach, do research, and write are not exhibiting OCB, no matter how good their teaching and research are judged by others. To Organ, OCB for the college professor could include picking up trash on the classroom floor after or before class and tossing it in the waste basket, or perhaps engaging in a conversation in the community that will promote the organisation in a positive manner.

Katz cited in Chiaburu and Byrne (2009) argues that for organisations to function properly they have to rely on employees who behave in such a manner that they exceed their role prescriptions. Achieving organisational goals often relies on committed individuals whose behaviours exhibit co-operation and unrewarded help.

## **2.4 Organisational Conflict and Psychological Contract**

Psychological Contract refers to employees' perceptions of the mutual obligations that exist between themselves and the employer (Chen and Chiu, 2009).

Research has revealed great support for the relationship between organisational conflict and psychological contract (PC), since the violation of the latter may result in a number of attitudinal or behavioural responses. (Chi and Chen, 2007) assert that work attitudes are influenced in a positive way by the fulfilment of the Psychological Contract. Chen and Chiu (2009) argue that Psychological Contracts are key determinants of employees' attitudes and behaviours in the work place. Shore and Tetrick cited in Chen and Chiu (2009) contend that Psychological Contracts afford employees a sense of control and security in their relationships with employers while at the same time providing employers with a means of managing and directing employee behaviour without heavy-handed supervision. According to Rousseau cited in Chen and Chiu (2009), employees derive the terms of their Psychological Contracts in three different ways:

- (1) Individuals can receive persuasive communications about mutual obligations from others. For example, during the recruitment process, prospective employees receive implicit or explicit promises from recruiters or interviewers. Once hired, employees are likely to learn the opinions of fellow employees and



supervisors about the obligations that exist between employees and the employer.

- (2) Employees observe how their fellow workers and supervisors behave and are treated by the organisation, and these observations provide social cues that inform employees of their contractual obligations.
- (3) The organisation provides structural signals, such as formal compensation systems and benefits, performance reviews, and organisational literature that play a role in creating the terms of the employee's psychological contract.

According to Morrison and Robinson cited in Pate (2006), Psychological Contract breach or violation refers to the cognitive identification that an employer has not fulfilled one or more of its perceived obligations. Triggers of Psychological violation may be rooted in an organisation's inability to meet obligations regarding distributive, procedural and interactional aspects of justice. Distributive breach occurs when outcomes are perceived to be unfairly distributed for example, financial rewards. Procedural breach refers to the perception of the unfair application of procedures, such as promotion. Interactional breach is linked to employees' perception of trust of superiors and the organisation as a whole and occurs if employees felt they have been treated badly.

Psychological Contract violation may result in a number of attitudinal or behavioural responses. Attitudinal responses include reduced organisational commitment and job satisfaction (Robinson and Morrison cited in Pate, 2006). Employees may become more cynical. Cynicism has been defined as a negative attitude and involves a belief that the

employer lacks integrity. Employees begin to display negative emotions towards the organisation and a tendency to be critical of their organisation. This view is supported by Robinson and Taylor cited in Aggarwal and Bhargava (2009). They maintain that the Psychological Contract has implications on employee attitudes and behaviours as well as organisational performance. While the fulfilment of contracts is related to attitudes such as job satisfaction, organisational commitment, organisational citizenship behaviour, organisational performance, and innovative behaviour, the failure of the organisation to live up to the promises made results in negative attitudes and behaviours such as intention to quit and low citizenship behaviour. Organisations' failure to honour their promised inducements, such as pay, promotion, interesting work, in return for what employees contribute to the firm (e.g. skills, efforts, loyalty) may be construed as lack of fairness.

As earlier defined, organisational conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another (Wall & Callister cited in Korsgaard (2008).

Psychological contracts can be described as a set of expectations held by the individual employee, which specifies what the individual and the organisation expect to give to and receive from each other in the course of their working relationship (Sims cited in O'Donohue and Nelson, 2009). Psychological contracts are an important component of the relationship between employees and their organisations, and this relationship can be described as an exchange relationship, which runs the entire contract spectrum from strictly legal to purely psychological.

Scholars have long realised that in order for employers to get desired contributions from their employees, they must provide appropriate inducements (March and Simon cited in Wang, Zhu and Cong, 2009). Satisfied and well adjusted employees, work willingly towards organisational objectives and respond flexibly to organisational problems (Ostroff and Likert cited in Aggarwal and Bhargava, 2008).

Employee cynicism has been defined as a negative attitude and involves a belief that their organisation lacks integrity, negative emotions towards the organisation and a tendency for employees towards critical behaviour of their organisation (Pate 2006). The targets of such cynicism are usually senior executives, the organisation in general and corporate policies. Relationship rupture may also engender behaviour changes, in reduced effort and citizenship. Therefore breaking the psychological contract may have adverse implications for the organisation.

## **2.5 Psychological Contract and OCB**

Organisations failure to honour their promised inducements such as pay, promotion, interesting work, in return for what employees contribute to the firm, such as skills, efforts, loyalty, may be construed as lack of fairness (Guest, Herriot and Pamberton cited in Cullinane and Dundon, 2006). Lack of fairness is a breach of the psychological contract.

There is evidence that the psychological contract has implications on employee attitudes and behaviours as well as organisational performance. The fulfilment of contracts is related to attitudes, including organisational citizenship behaviour (Kingshott, and

Dincer, 2008). The failure of the organisation to live up to the promises made results in negative attitudes and behaviours such as intention to quit (Bal Lange and Jansen, 2008) and low citizenship behaviour (Heuvel and Schalk, 2009). Smith, Organ and Near cited in Bragger et al (2005) defined organisational citizenship behaviour as discretionary behaviour in organisations that is not enforceable by threat of sanctions or termination; behaviour that is not formally defined by a job description or the position's formal role in the organization; and behaviour that is generally thought to be a matter of personal choice, in that specific individual behaviours cannot be tied to specific rewards. Such behaviours benefit others; perhaps even to the detriment of the person performing the behaviour, and those behaviours that, in aggregate and over time, contribute to organisational effectiveness. Organ cited in Bragger et al (2005) defined organisational citizenship behaviour as activities that are discretionary in that they are not enforceable by punishment. While it is true that OCBs may be subjectively considered in performance evaluations, each individual behaviour is not measured or evaluated. Employees are aware that OCB contributions might result in future rewards, but the rewards are uncertain and the relationship is indirect. Earlier studies of OCB focussed on a two-factor model emphasizing the roles of altruism and compliance. The term altruism was used to label behaviours that involved helping other individuals in the organization, while compliance was originally used to label behaviours targeted at the organization as a whole. Other models of OCB have focussed on a five-factor model. These factors have been labelled altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism is defined as discretionary behaviours that specifically aid another person in the organization with an organizationally relevant issue. Conscientiousness is defined as

discretionary behaviours that aid the organization in general and go beyond the minimum role requirements of the organization. Sportsmanship is the willingness of the employee to tolerate less than ideal situations without complaining. Courtesy is defined as behaviours aimed at preventing work-related problems with others from occurring. Civic virtue involves behaviours that indicate that the individual responsibly participates in or is involved in the life of the organization. Research attempted to investigate the circumstances that might increase the occurrence of OCBs. Some researches have investigated personality and other individual characteristics, suggesting that OCB might have a genetic component (Konovsky and Organ cited in Bragger, 2005). Other work has found clear linkages between employee attitudes and OCB. Job satisfaction and organizational commitment have both been cited as antecedents. Research has also investigated the possibility that procedural justice, leadership styles, and reward systems may moderate the relationships between job satisfaction and OCB as well as organizational commitment and OCB. It has been suggested that these variables directly influence job satisfaction and organizational commitment. When employees feel that their organization has procedural justice and their leaders dispense equitable rewards, they are more satisfied and more committed to their organisations. Increased satisfaction and commitment are then predicted to lead to more OCBs.

## **2.6 Emotional Outcome of Organisational Conflict**

Employees in organizations often share their feelings of happiness, sadness and anger with their colleagues. These emotions are contagious (Doherty cited in Hashim et al., 2008). For instance, one who is surrounded by happy people will tend to feel happy as well. Emotion is only just beginning to be incorporated into organizational studies and

recent years have seen a spurt of interest in the field of emotions in organizations (Boudens, 2005; Fineman, 2006; Kiefer, 2005; Sieben, 2007).

Emotions are feelings that generally have both physiological and cognitive elements which influence behaviour (Feldman cited in Hashim et al., 2008). Emotions are important components of human existence, as they serve to motivate approach-withdrawal behaviour. According to Barsade, cited in Hashim et al., (2008), managing one's emotion is even more crucial in a collective context, i.e. group. Positive emotional contagion group members experience improves cooperation, decreases conflict, and increases perceived task performance. Great achievement is an exhilarating experience which creates joyous emotion that one would want to share with others.

Ashforth and Humphrey cited in Nair (2008) define emotionality as a subjective feeling state. This definition encompass the basic emotions such as anger, joy, love, social emotions such as shame, guilt, jealousy, as well as constructs such as affect, sentiments and moods. The term feeling and emotionality have been used interchangeably (Fineman cited in Nair, 2008). Barsade cited in Nair and Ahmedabad (2008) considers emotions a subset of affective experiences that fall into three types of categories, namely dispositional affect, emotions, and moods. Dispositional affect is considered to be a long-term, stable variable. Fisher cited in Nair and Ahmedabad (2008) distinguishes between mood and emotions. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are considered to be intense, relatively short-term affective reactions to a specific environmental stimulus.

### **2.6.1 Types of Emotion**

Five categories of emotions have been offered by Lazarus and Lazarus cited in Nair ((2008). These are: nasty emotions (anger, envy and jealousy), existential emotions (anxiety, guilt and shame), emotions provoked by unfavourable life conditions (relief, hope sadness and depression), emotions provoked by favourable life conditions (happiness, pride and love) and empathetic emotions (gratitude and compassion). Emotions have also been categorised into expressive/behavioural, psychological and cognitive components (Jones and Bodtke cited in Nair (2008). The expressive component of emotion is the behavioural response to or the expression of the cognitively appraised or physiologically felt experience involving the actual expression of emotion in terms of anger, rage and other emotions. Most emotions are thought to occur non-verbally through facial expressions, vocal qualities and body postures. The cognitive component is perceived as an appraisal process; how emotions are experienced as a result of assessing or appraising a situation in a particular way. It is assumed that different emotions are associated with different patterns of appraisal. The physiological component is the bodily experience of emotions or how the body respond to emotions such as increase in heart beat or blood pressure. The cognitive appraisal of emotions is an important element in understanding conflict. It suggests that disputants' attributional tendencies will influence the nature of conflict and offers insights for the management of the conflict in terms of reappraisal.

### **2.6.2 Emotional contagion**

According to Hatfield cited in Hashim (2008) emotional contagion is the tendency to experience or express another person's emotions. Most researchers agree that emotional

contagion occurs as people attend to others, as they continuously and unconsciously mimic the others' fleeting emotional expressions and synchronizes their facial, vocal, postural and instrumental expressions with those to whom they are attending (Hatfield cited in Hashim et al., 2008).

Emotional contagion exists in a variety of environments and has a significant impact on people's behaviour (Gann, 2006 cited in Hashim et al., 2008). Thorsten et al (2006 cited in Hashim et al., 2008), examined the effects of the two facets of employee emotions on customers' assessment of service counter. They found that the extent of employee smiling does not influence customer emotion. However, Tan cited in Hashim (2008) found that customer traits relate to the display of positive emotion by the service provider. This display of positive emotion was also found to relate to customer satisfaction.

According to Greenber and Baron cited in Hashim et al., (2008), an organisation is a structural social system consisting of groups and individuals working together to meet some common goals. Furthermore, people whether alone or in groups influence and are influenced by their work environment. Group members do have some influence on each other. The presence of others, deemed favourable in the group, may enhance the performance of other group members. This social facilitation results from the heightened emotional arousal (the tension and excitement) people experience in the presence of others.

The sharing of emotions in groups and its catching on effect has been termed as emotional contagion (Nair and Ahmedabad, 2008). It has been referred to as the



“tendency to automatically mimic and synchronize facial expressions, vocalizations, postures, and movements with those of another person and consequently to converge emotionally” (Hatfield cited in Nair and Ahmedabad, 2008). It has also been referred to as a process in which a person or group influences the emotions or behaviour of another person or group through the conscious or unconscious induction of emotion states and behavioural attitudes (Schoenew cited in Nair and Ahmedabad, 2008).

### **2.6.3 Emotional overloading**

Emotional overloading has been referred to as an emotional flooding and has been described as the condition when one is swamped with emotion to the extent that one cannot function or think effectively (Jones and Bodtker cited in Nair and Ahmedabad, (2008). The classic symptoms of flooding have been cited as tense muscles, rapid breathing, negative facial expressions and perspiration. However, flooding is also possible in situations when the disputants appear calm even though there is distress or emotional flooding. Emotional flooding has implications for conflict resolution.

### **2.6.4 Emotions and Conflict**

Research on conflict has emphasized the role of emotions in the processes of dispute management. Empirical studies have investigated the effect of emotions on negotiations. Baron and Forgas cited in Desivilya and Yagil (2004) found that induction of positive mood led to more cooperative and to less competitive behaviour in negotiation than either neutral mood or negative mood. Other studies, focusing on the effects of specific emotions, demonstrated the negative impact of anger on individuals’ attitudes towards the opponent, their actual behaviour in the course of conflict and on negotiation outcomes (Allred, Mallozzi, Matsui, Raia, Baron, cited in Desivilya and Yagil, (2004). Positive

emotional experience within the work team facilitated open discussion of differences, which has been found to facilitate constructive conflict management (Ayoko, Hobman, Kay, Shapiro, and Weingart cited in Desivilya and Yagil, (2004). Adverse emotional experience hinders open communication about disparities and disagreements, which in turn mitigated problem solving.

### **2.6.5 Management of Emotions**

Emotion regulation has been proposed in many ways. Cropanzano et al cited in Nair (2008) offer a model of emotional regulation involving: situation modification/intentional deployment focussing on the event; cognitive change focusing on appraisal; physiological modification focusing on arousal response; and response modification focusing on emotional expression. Lord and Harvey cited in Nair (2008) almost agrees with Cropanzano when he offers an information processing framework for emotional regulation, classifying regulatory steps as situation modification, attention deployment, cognitive change and response modulation. Ashforth and Humphrey cited in Nair (2008) classify the processes for regulating the experience and expression of emotion as: neutralizing, buffering, prescribing and normalizing emotions. Neutralizing is thought to prevent or preclude the emergence of socially unacceptable emotions possibly through diversion tactics, buffering is used to encapsulate or segregate potentially disruptive emotions from other activities, prescribing is used to specify socially acceptable means of experiencing and expressing emotions, and normalizing is used to diffuse or reframe unacceptable emotions, such as the use of humour in order to preserve the status quo. The four forms outlined are used to suppress or regulate emotions, not necessarily

providing an outlet for emotions. This view is further supported by Yang and Mossholder (2004) who hold that constraining negative emotionality may determine whether task conflict results in damaging relationship conflict, arguing for the elimination of all relationship conflict. The focus on much of the research on emotional regulation then appears to be suppression and containment of negative emotion, with a total denial of any positive role that emotions could potentially play, and this is wherein the gap of research on emotions lies. Literature on conflict and emotions indicates that there are a few areas that have been understudied or neglected by the researchers of both conflict and emotions. Examining emotions as an antecedent of conflict could be a potential new avenue for research. The literature on conflict management or how organisations chose to deal with emotions seems to be laden with terms such as buffering, neutralizing, prescribing, constraining and regulating (Yang and Mossholder, 2004), all of which denote a new towards dealing with emotions by ignoring or containing it and a reluctance to accept the expression of emotions in a healthy form. Fortado cited in Nair (2008) points to the neglected field of emotions in conflict when he says, “the rational image of employees conducting cost-benefit analyses inappropriately masks the emotional and relational aspect of workplace conflict centring on factors such as self-esteem, status, power and face.” Jehn cited in Nair (2008) posed that highly emotional conflict is less resolvable than less-emotional conflicts. Pinkley cited in Nair (2008) found an intellectual versus emotional dimension of conflict resolution in studying conflict frames. Disputants with emotional frames were found to have feelings of jealousy, hatred, anger and frustration. Thus, research has tended to concentrate on the negative role of emotions in conflict. This leaves room for the exploration of the positive role of emotions in

conflict. Jones and Bodtker cited in Nair (2008) suggest that identifying and segregating emotional contagion could prove useful in unravelling the reasons why disputants may be swept up in a conflict. In his study on emotional contagion, Barsade cited in Nair (2009) found that the positive emotional contagion group members experienced improved cooperation, decreased conflict, and increased perceived task performance. Thus, analysing the susceptibility of differing disputants to emotional contagion could have implications both in terms of isolation of the negative emotions and encouragement of positive emotions unleashed through the mediation process.

## **2.7 Organisational Conflict and OCB**

According to Wall & Callister cited in Korsgaard (2008) Organisational conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another. In measuring OCB, Foote and Tang (2008) gave two fairly interpretable and distinctive factors – altruism and generalised compliance. Altruism is defined as helping co-workers personally, such as assisting a co-worker to lift a heavy load. Generalised compliance is impersonal helpful behaviour, such as being on time and not wasting time on the job. Organ (2005) proposed five categories of OCB, namely: Conscientiousness, whereby employees carry out in-role behaviours well beyond the minimum required levels; Altruism which implies that employees give help to others; Civic virtue which suggests that employees responsibly participate in the political life of the organisation; Sportsmanship which holds that people do not complain, but have positive attitudes; and Courtesy which means that they treat others with respect.

Research has indicated that there are two basic categories of conflict: functional and dysfunctional conflict (Song Dyer and Thieme, 2006). Functional conflict refers to the dynamic interaction between socially interdependent colleagues, involving the vigorous and constructive exchange of ideas, values and beliefs. The benefits of functional conflict include a greater scrutiny of ideas and alternative courses of action, as well as the improved commitment that results from organisational members' interest and perception that they are contributing to decision-making (Cosier, 2005), thereby exhibiting OCB. Dysfunctional conflict refers to negative behaviours that are destructive in nature and there is substantial support for the negative effect of dysfunctional conflict on OCB. Dysfunctional conflict is destructive in nature and obstructs the smooth functioning of organisational activities. Dysfunctional conflict has a disproportionately negative impact on marketing activities, thereby leading to organisational inefficiency.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 Introduction**

This chapter on methodology contains sections on research design, target population, sample size, sampling techniques and data collection methods. Quantitative and qualitative methodology was used to examine the effect of organizational conflict on psychological contract, commitment and OCB in Kyambogo University.

#### **3.2 Study Design**

A cross-sectional study design was adopted for this research. This is where data is gathered at one point in time in order to answer research questions (Sekaran 2003: 135). A number of methods were used to solicit data from both academic and non-academic staff. The cross-sectional survey generated quantitative data.

#### **3.3 Target Population**

The target population was the academic staff of KYU in their various faculties and non-teaching staff in their categories, i.e. administrative staff and support staff. According to KYU staff records 2008, there were approximately 419 academic staff, 106 administrative staff and 499 support staff.

**Table 1: Sample Frame of Kyambogo University Staff**

Serial Number	Category	Number per category
1.	Academic Staff	419
2.	Administrative Staff	106
3.	Support staff	499
	TOTAL	1024

*Source: Department of Human Resource Management, Kyambogo University (2008)*

### 3.4 Sample Size

The target population of all academic staff, administrative staff and support staff in KYU is 1024. This target population is less than 10,000, and the required sample size should be small (Mugenda et al, 2003). In such a case, a final sample estimate (nf) was calculated using the formula recommended by Fisher et al (1983) cited in Mugenda, O. & Mugenda, G. (2003):

$$nf = \frac{n}{1 + n/N}$$

Where nf = the desired sample size (when population is less than 10,000)

n = the desired sample size (when population is more than 10,000)

N = the estimate of the population size

$$\begin{aligned}
 &= \frac{384}{1 + 384/1024} \\
 &= 279.2727 \\
 &= \text{approximately } 279
 \end{aligned}$$

So a sample of 279 academic staff of KYU was selected for the study.

This figure of 279 was adjusted using the total number 1024 of all the employees (administrative, teaching and non-teaching staff) in Kyambogo University. This was done in order to obtain the minimum sample size. The following formula by de Vaus (2002) was used:

$$n' = 1 + \frac{\frac{n}{N}}{\left( \frac{n}{N} \right)}$$

Where  $n'$  = the adjusted minimum sample size.

$n$  = the sample size (as calculated above).

$N$  = the total population.

$$n' = 1 + \frac{279}{\left( \frac{279}{1024} \right)}$$

$$n' = \frac{279}{1 + 0.27}$$

$$n' = 215$$

### 3.5 Sampling Techniques

A stratified random sampling technique was used to select the respondents from KYU, who responded to the questionnaire. The stratified random sampling is preferred because there are several categories of respondents in the strata of the academic staff of KYU. In this case, the de Vaus (2002) stratified random sampling technique was used to determine the numbers of respondents from each stratum:

FORMULA

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



Where            r = respondents desired from a stratum

                    c = category (stratum) of population

                    s = desired sample

                    p = population of all staff

For instance, the number of respondents from the academic staff category was determined as follows:

$$\text{Academic staff} = r = \frac{419 \times 215}{1024}$$

r = 88 (respondents)

The same formula was applied to other categories of staff.

**Table 2: Stratified Random Sampling**

Category of respondents	Total population	Number of respondents
Academic staff	419	88
Senior administrative staff	106	22
Support staff	499	105
TOTAL	1024	215

*Source: Department of Human Resource Management, Kyambogo University (2008)*

After having determined the number of respondents from each stratum, the individual respondents were selected using purposive sampling technique. This technique allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Cases of subjects are therefore hand picked because they are

informative or they possess the required characteristics (Mugenda et al 2003), hence its application in this study.

### **3.6 Methods of Data Collection**

The study was based on both primary and secondary data sources. In order to support the reliability of the data to be collected, both quantitative and qualitative research tools were used. To obtain quantitative and qualitative data, the instruments used comprised of a questionnaire and documentary analysis. The procedure for administering the tools was as follows:

#### **The Questionnaires**

The quantitative data was collected using a standardized questionnaire as the primary research instrument. The questionnaires are techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order (de Vaus, 2002).

#### **Document Review**

The researcher collected and reviewed relevant documents from KYU to elicit related secondary data. Information from these sources was used to supplement data obtained from the primary sources.

### **3.7 Data Collection Procedures**

The procedures of data collection followed the research objectives and questions. A review of related literature was also done. A pilot testing of the questionnaire was conducted and the outcome was used to review the questions. This pilot testing was

carried out in KYU. The researcher identified and built a team of research assistants who were trained for data collection. They were also trained on key protocol and ethical issues to be observed.

### **3.8 Validity and Reliability of Research Tools**

The validity and reliability of the questionnaire were as presented in this section. These measures help refine the questionnaire so that respondents had no problem in answering the questions. Validity is concerned with the idea that the research instrument measures the constructs of the study while Reliability is about consistency of the research scale items (White, 2002).

**Table 3: Validity and Reliability**

	Anchor	Cronbach Alpha Coefficient	Content Validity Index
Organisational Conflict	5 Point	0.707	0.813
Psychological Contract	5 Point	0.828	0.889
Emotional Outcomes	5 Point	0.627	0.889
Employee Commitment	5 Point	0.746	0.813
Organisational Citizenship Behaviour	5 Point	0.852	0.842

The results showed that the Cronbach Alpha Coefficient and the Content Validity Index were acceptable as they were above 0.6. Indicating the instrument was both valid and reliable.

### **Measurement of Research Variables**

Organisational Conflict was measured using Howat et al (1980) Conflict Resolution Strategies Instrument.

Psychological Contract was measured using Ssali (2001) Measure improved from Rousseau (1986) Measure.

Positive and Negative emotions were measured by means of the International Positive and Negative Affect Schedule-Short Form (I-PANAS-SF) developed by Thompson (2007).

Organisational Commitment was measured using Allen and Meyer et al (1994) Instrument.

OCB consists of five constructs, being altruism (giving help to others), conscientiousness (employees carrying out in-role behaviours beyond required levels), sportsmanship (having positive attitudes without necessarily complaining), courtesy (treating others with respect, preventing problems from occurring or taking steps to mitigate them, giving advance notice, passing along information, consultation), civic virtue ( employees participating in the political life of the organisation). OCB was measured using Moorman, Blakely, & Niehoff instrument (1998) cited in Sserunkuuma (2003), with a rating scale of: strongly disagree, disagree, not sure, agree, strongly agree.

All the above instruments were improved upon and modified so as to enable the researcher solicit the required data from Kyambogo University.

### **Data Processing and Analysis**

The raw data collected using the structured questionnaire was sorted, edited, coded and reviewed so as to have the required quality, accuracy, consistency and completeness. It was then analysed using the Statistical Package for Social Scientists (SPSS) computer package to test the relationships among organisational conflict, psychological contract, commitment and OCB.

## **CHAPTER FOUR**

### **4.0 RESULTS AND FINDINGS OF THE STUDY**

#### **4.1 Introduction**

The results of the data analysis phase are presented in the sections that follow. The results were generated as per the research objectives. The analysis was presented using such statistical tools as cross tabulations for the background characteristics, Correlations for assessing the nature of the relationships between the variables, the regression model for establishing the predictive power of the independent variables against the dependent variable and the Analysis of Variance (ANOVA) for comparing the Respondents on the variables in light of different attributes such as the gender and working status. The study was guided by the following research objectives:

1. To investigate the relationship between organizational conflict and employee commitment to Kyambogo University.
2. To establish the relationship between employee commitment and organizational citizenship behaviour.
3. To assess the relationship between organizational conflict and psychological contract.
4. To investigate the relationship between psychological contract and organizational citizenship behaviour (OCB).

## 4.2 Sample Characteristics

The results in Table 4 show the Academic level and Working Status Distribution

**Table 4: Academic level and Working Status Distribution**

			Working Status			Total
			Permanent	Contract	Others	
Academic level	Certificate	Count	14		1	15
		Row %	93.3%		6.7%	100.0%
		Column %	11.6%		6.7%	9.1%
	Diploma	Count	26	8	2	36
		Row %	72.2%	22.2%	5.6%	100.0%
		Column %	21.5%	27.6%	13.3%	21.8%
	Bachelors Degree	Count	24	10	3	37
		Row %	64.9%	27.0%	8.1%	100.0%
		Column %	19.8%	34.5%	20.0%	22.4%
	Masters Degree	Count	54	11	9	74
		Row %	73.0%	14.9%	12.2%	100.0%
		Column %	44.6%	37.9%	60.0%	44.8%
	PhD	Count	3			3
		Row %	100.0%			100.0%
		Column %	2.5%			1.8%
Total		Count	121	29	15	165
		Row %	73.3%	17.6%	9.1%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%

The results in the Table 3 above showed that the majority of the respondents were the Masters Degree holders (44.8%) while the minority was the holders of PhDs (1.8%). Among the Masters Degree holders, it was noted that, the majority (73.0%) were Permanent Staff, while those on Contract and Other categories of staff, comprised 14.9% and 12.2% respectively of the Masters Degree Category. It was further noted that all the PhD members are employed with the University on Permanent Basis. Generally

speaking, the Permanent Staff dominated the sample (73.3%), while those on Contract and Other kinds of Arrangements comprised 17.6% and 9.1% respectively.

**Table 5: Academic level and Tenure with Kyambogo University Distribution**

			Tenure with Kyambogo University				Total
			Less than 1 yr	1-5 yrs	6-10 yrs	11 yrs & Above	
Academic level	Certificate	Count	1	6	5	3	15
		Row %	6.7%	40.0%	33.3%	20.0%	100.0%
		Column %	16.7%	10.0%	8.5%	7.5%	9.1%
	Diploma	Count		22	5	9	36
		Row %		61.1%	13.9%	25.0%	100.0%
		Column %		36.7%	8.5%	22.5%	21.8%
	Bachelors Degree	Count	2	13	11	11	37
		Row %	5.4%	35.1%	29.7%	29.7%	100.0%
		Column %	33.3%	21.7%	18.6%	27.5%	22.4%
	Masters Degree	Count	3	19	36	16	74
		Row %	4.1%	25.7%	48.6%	21.6%	100.0%
		Column %	50.0%	31.7%	61.0%	40.0%	44.8%
	PhD	Count			2	1	3
		Row %			66.7%	33.3%	100.0%
		Column %			3.4%	2.5%	1.8%
Total		Count	6	60	59	40	165
		Row %	3.6%	36.4%	35.8%	24.2%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%

The results in the table above showed that the majority of PhD holders (66.7%) had worked for Kyambogo University for a period of 6 – 10 years. It also showed that they had served longer (11 years and above, that is. 33.3%) than any other category in the sample. It was also noted that the majority of Masters Degree holders (48.6%) had worked for the University for over six years (6 – 10 years).

Over all, those who had worked for the University for over one year (1 – 5 years) dominated the sample, followed by those who had worked for over six years (6 – 10 years) who accounted for 35.8%.

**Table 6: Academic level and School/Faculty Distribution**

School/Faculty Academic level Cross-tabulation

			Academic level					Total
			Certificate	Diploma	Bachelors Degree	Masters Degree	PhD	
School/Faculty	Sch of Mgmt & Entrepreneurship	Count	5	7	6	29		47
		Row %	10.6%	14.9%	12.8%	61.7%		100.0%
		Column %	33.3%	19.4%	16.2%	39.2%		28.5%
	Vocational Studies	Count	2	5	4	3		14
		Row %	14.3%	35.7%	28.6%	21.4%		100.0%
		Column %	13.3%	13.9%	10.8%	4.1%		8.5%
	Education	Count	2	6	10	18	1	37
		Row %	5.4%	16.2%	27.0%	48.6%	2.7%	100.0%
		Column %	13.3%	16.7%	27.0%	24.3%	33.3%	22.4%
	Engineering	Count	1	6	2	2		11
		Row %	9.1%	54.5%	18.2%	18.2%		100.0%
		Column %	6.7%	16.7%	5.4%	2.7%		6.7%
	Arts & Social Sciences	Count	3	6	8	15	2	34
		Row %	8.8%	17.6%	23.5%	44.1%	5.9%	100.0%
		Column %	20.0%	16.7%	21.6%	20.3%	66.7%	20.6%
	Special Needs & Rehabilitation	Count	1	2	5			8
		Row %	12.5%	25.0%	62.5%			100.0%
		Column %	6.7%	5.6%	13.5%			4.8%
	Science	Count	1	4	2	7		14
		Row %	7.1%	28.6%	14.3%	50.0%		100.0%
		Column %	6.7%	11.1%	5.4%	9.5%		8.5%
Total		Count	15	36	37	74	3	165
		Row %	9.1%	21.8%	22.4%	44.8%	1.8%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



The results in the table above showed that the School of Management and Entrepreneurship had the highest number of Masters Degree holders (61.7%). These were closely followed by the Faculty of Science (50%), Faculty of Education (48.6%), and Faculty of Arts & Social Sciences (44.1%) respectively. It was also noted that the Bachelors Degree holders constituted 22.4% of the total sample, whereas Diploma holders constituted 21.8% of the sample. There were fewer PhD and Certificate holders, constituting 1.8% and 9.1% respectively. It was also noted that the Faculty of Engineering had the highest number of respondents at the Diploma level (54.5%). Generally speaking, staff at the Masters Degree level dominated the sample (44.8%), while those at PhD, Bachelors, Diploma and Certificate levels comprised of 1.8%, 22.4%, 21.8% and 9.1% respectively.

**Table 7: Relationships between the Variables**

The Pearson (r) correlation coefficient was used to examine the nature of relationships between the study variables.

	Organisational Conflict	Psychological Contract	Emotional Outcomes	Employee Commitment	Organisational Citizenship Behaviour
Organisational Conflict	1.000				
Psychological Contract	-.112	1.000			
Emotional Outcomes	.204**	-.338**	1.000		
Employee Commitment	.006	.330**	-.064	1.000	
Organisational Citizenship Behaviour	-.216**	.364**	-.293**	.159*	1.000
** Correlation is significant at the 0.01 level (2-tailed).					
* Correlation is significant at the 0.05 level (2-tailed).					

#### **4.2.1 The relationship between the Organisational Conflict and Employee Commitment**

The results in the table showed no significant relationship between the Organisational Conflict and Employee Commitment ( $r = .006$ ,  $p > .05$ ). In other words, the study shows that the Organisational Conflict at the University, will not necessarily bring about an increase or decrease in employee commitment.

#### **4.2.2 The relationship between Employee Commitment and Organisational Citizenship Behaviour.**

A positive and significant relationship was noted between the Employee Commitment and Organisational Citizenship Behaviour ( $r = .159^*$ ,  $p < .05$ ). These results imply that the greater the employee Commitment, the more these employees are bound to display Organisational Citizenship Behaviour which could be manifested in such practices as readiness to accept more work and assisting of one's supervisor with his or her work.

#### **4.2.3 The relationship between Organisational Conflict and Psychological Contract.**

The results in the table showed no significant relationship between Organisational Conflict and Psychological Contract ( $r = -.112$ ,  $p < .05$ ). This implies that there was no link observed between the two variables.

#### **4.2.4 The relationship between Psychological Contract and Organisational Citizenship Behaviour.**

A positive relationship was observed between the Psychological Contract and Organisational Citizenship Behaviour ( $r = .364^{**}$ ,  $p < .05$ ). If employees feel that their expectations are being met, they are bound to indulge in activities outside their job description.

**Table 8: Regression Analysis**

The regression model was further used to determine the degree to which the predictors which where; Psychological Contract, Emotional Outcomes, Organisational Conflict and Employee Commitment, can explain the dependent variable i.e. Organisational Citizenship Behaviour.

		Unstandardised Coefficients		Standardized Coefficients	t	Sig.	Dependent Variable: Organisational Citizenship Behaviour	
Model		B	Std. Error	Beta				
	(Constant)	1.469	.286		5.14	0.00	R Square	.191
	Psychological Contract	.176	.059	.247	2.98	0.00	Adjusted R Square	.169
	Emotional Outcomes	-.115	.051	-.182	-2.28	0.02	F Statistic	8.723
	Organisational Conflict	-.112	.054	-.158	-2.08	0.04	Sig.	.000
	Employee Commitment	0.063	.060	.081	1.04	0.30		

The results showed that the predictors can explain 16.9% of the variance in Organisational Citizenship Behaviour (Adjusted R Square =.169). The results further revealed that the Psychological Contract is a better predictor of Organisational Citizenship Behaviour than Emotional Outcomes (Beta = .182), Organisational Conflict (Beta = -.158), Employee Commitment (Beta = .081). The regression model was significant (sig. <.05)

**Table 9: ANOVA Results for Respondent Category by Variable**

		Mean	Std. Deviation	Std. Error	Sig.
<b>Organisational Conflict</b>	Administrative Staff	3.000	1.251	0.255	.272
	Support Staff	3.119	1.301	0.169	
	Teaching Staff	3.395	1.242	0.138	
<b>Psychological Contract</b>	Administrative Staff	2.292	1.268	0.259	.321
	Support Staff	2.068	1.413	0.184	
	Teaching Staff	1.872	1.109	0.126	
<b>Emotional Outcomes</b>	Administrative Staff	3.125	1.454	0.297	.184
	Support Staff	2.864	1.536	0.200	
	Teaching Staff	3.321	1.334	0.151	
<b>Employee Commitment</b>	Administrative Staff	2.478	1.238	0.258	.867
	Support Staff	2.467	1.171	0.151	
	Teaching Staff	2.570	1.195	0.134	
<b>Organisational Citizenship Behaviour</b>	Administrative Staff	2.083	0.830	0.169	.787
	Support Staff	1.932	0.907	0.118	
	Teaching Staff	1.963	0.934	0.104	

It was noted that there was no significant difference across the respondent categories on all variables except on Psychological Contract (sig.>.05). On Psychological Contract it was noted that Administrative Staff (mean = 2.292) ranked higher than Support Staff (mean = 2.068) and Teaching Staff (mean = 1.872) respectively.

**Table 10: ANOVA Results for Working Status by Variable**

		Mean	Std. Deviation	Std. Error	Sig.
<b>Organisational Conflict</b>	<b>Permanent</b>	3.133	1.270	0.116	.018
	<b>Contract</b>	3.828	1.071	0.199	
	<b>Others</b>	2.933	1.335	0.345	
<b>Psychological Contract</b>	<b>Permanent</b>	2.116	1.337	0.122	.126
	<b>Contract</b>	1.769	1.032	0.202	
	<b>Others</b>	1.500	0.519	0.139	
<b>Emotional Outcomes</b>	<b>Permanent</b>	3.067	1.471	0.134	.685
	<b>Contract</b>	3.308	1.320	0.259	
	<b>Others</b>	3.267	1.387	0.358	
<b>Employee Commitment</b>	<b>Permanent</b>	2.630	1.178	0.108	.133
	<b>Contract</b>	2.179	1.124	0.212	
	<b>Others</b>	2.267	1.280	0.330	
<b>Organisational Citizenship Behaviour</b>	<b>Permanent</b>	1.925	0.881	0.080	.174
	<b>Contract</b>	2.250	1.041	0.197	
	<b>Others</b>	1.800	0.775	0.200	

It was noted that there are no significant differences across the working status categories on all the variables except on Psychological Contract (sig.>.05). On Psychological contract it was noted that Permanent Staff (mean = 2.116) ranked higher than those on Contract (mean = 1.769) and Others (mean = 1.500) respectively.

**Table 11: ANOVA Results for Gender by Variable**

Analysis of Variance results were employed to explore the Ranking of the gender categories on the various **constructs**.

		Mean	Std. Deviation	Std. Error	Sig.
<b>Organisational Conflict</b>	<b>Male</b>	3.359	1.329	0.150	.245
	<b>Female</b>	3.128	1.206	0.130	
<b>Psychological Contract</b>	<b>Male</b>	1.961	1.101	0.126	.663
	<b>Female</b>	2.047	1.379	0.150	
<b>Emotional Outcomes</b>	<b>Male</b>	3.280	1.448	0.167	.199
	<b>Female</b>	2.988	1.418	0.153	
<b>Employee Commitment</b>	<b>Male</b>	2.468	1.252	0.143	.604
	<b>Female</b>	2.565	1.128	0.122	
<b>Organisational Citizenship Behaviour</b>	<b>Male</b>	2.128	1.011	0.114	.031
	<b>Female</b>	1.824	0.774	0.084	

It was noted that there are no significant differences across the gender categories on all the variables except on Organisational Citizenship Behaviour (sig. <.05). On OCB, it was noted that Males (Mean = 2.128) ranked higher than the Females (Mean = 1.824)

## **CHAPTER FIVE**

### **5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion, conclusions and recommendations basing on the study findings.

#### **5.2 Discussion**

The discussion revolved around the findings of the study in regard to the study objectives and questions on independent variables and the dependent variable.

##### **5.2.1 Relationship between Organisational Conflict and Employee Commitment**

There was no significant relationship between Organisational Conflict and Employee Commitment in Kyambogo University. The study showed that Organisational Conflict at the University did not necessarily bring about an increase or decrease in Employee Commitment. Some respondents interviewed revealed that they had worked for the University for over 20 years with total commitment, in spite of the inherent conflicts. They seemed committed and liked their work. The new conflicts that emerged due to the merger of the three institutions to form Kyambogo University did not seem to bother them. They held the view that at one time the conflicts would disappear so as to enable them continue with their normal work.



### **5.2.2 Relationship between Employee Commitment and Organisational Citizenship Behaviour (OCB)**

There was a positive and significant relationship noted between Employee Commitment and OCB. The results implied that the greater the Employee Commitment the more the employees are bound to display OCB. Such behaviour could be manifested in such practices as a readiness to accept more work and assisting fellow employees and their superiors with their work, even beyond the normal working time. Literature is in support of the relationships. Farh, Zhong and Organ (2004) defines OCB as individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation. Organ (1988) also provides a multi-dimensional scale of OCB. The scale consists of five dimensions that make up the OCB construct, namely: altruism, conscientiousness, sportsmanship, civic virtue and courtesy. Regoxs cited in Garg and Rastoogi (2006) studied citizenship behaviours and performance of University teachers and the professional motivation and self-confidence of their students. He found that the citizenship behaviours of University teachers as participatory behaviour, practical orientation, conscientiousness and courtesy can contribute in improving the quality of higher education with respect to the quality of the teaching-learning process. According to findings from the respondents, it was noted that only a few lost the OCB values.

### **5.2.3 Relationship between Organizational Conflict and Psychological Contract**

The assumption should be that there is a significant relationship between Organisational Conflict and Psychological Contract. On the contrary, the results showed no significant relationship between the two variables. This implied that there was no link observed

between the two variables. The assumption is premised on the fact that in a situation of conflict, psychological contracts are violated. Psychological Contracts are expectations from both the employer and the employee. Such expectations can not flourish in the midst of conflict. The results need further investigations, as I will recommend later in this Chapter.

#### **5.2.4 Relationship between Psychological Contract and Organizational Citizenship Behaviour (OCB)**

There was a positive relationship observed between the Psychological Contract and Organisational Citizenship Behaviour. This implies that if employees feel that their expectations are being met, they are bound to indulge in activities outside their job description. On the other hand, violation of the Psychological Contract can result into adverse effects. Investigations have shown that when violation does perceptually occur, it influences negatively positive work attitudes and behaviours (Rousseau cited in Cassar and Briner, 2009). Failure of the organisation to live up to the promises made results in negative attitudes and behaviours such as intention to quit (Lester and Kickul cited in Sanders and Schyns, 2006), and low citizenship behaviour (Robinsons and Morrison cited in Sanders and Schyns, 2006). Organisation's failure to honour their promised inducements (e.g. pay, promotion, and interesting work) in return for what employees contribute to the firm (e.g. skills, efforts, loyalty) may be construed as lack of fairness (Guest cited in Sanders and Schyns, 2006).

## **Conclusion and Recommendations**

### **5.3.1 Conclusion**

The study revealed that OCBs can contribute to the overall effectiveness in Universities. It was also found that there was a significant relationship between Organizational Conflict, Psychological Contract and OCB. This means that proper management of organizational conflict and the enhancement of the Psychological Contract would contribute to OCBs in the University.

### **5.3.2 Recommendations**

To meet the high standards, academic staff and other workers in the University should be inspired from higher perspectives and should spontaneously go beyond their formal role requirements. It is important to note that as long as organisations are composed of and operated by human beings, there will be conflict. The most important thing is for management to acknowledge that whether conflict within an organisation is viewed as desirable or not, the fact is that it will always exist.

The results of the study show a significant relationship between Organizational Conflict and OCB. A decline in conflict, for example, would certainly bring about an increase in OCB. The University authorities should always work towards peaceful conflict resolution so as to bring about harmonious co-existence. Such co-existence will make OCB flourish.

The results further show a positive and significant relationship between the Psychological contract and OCB. This implies that the fulfilment of the Psychological Contract is vital for the enhancement of OCB. It is recommended that the University management should fulfil their promises and avoid Psychological Contract violations.

It is further recommended that the University management should improve on conflict handling, so that they reduce on the adverse emotional outcomes. These emotions impact negatively on OCB.

#### **5.4 Suggestions for further Research**

This study focussed on Organisational Conflict, Psychological Contract, Commitment and Organisational Citizenship Behaviour. Two variables i.e. Psychological Contract and Commitment showed a strong relationship with OCB. The researcher suggests that further studies be carried out on the relationships between Organisational Conflict and Employee Commitment and also the relationship between Organisational Conflict and Psychological Contract. Further research should also be carried out on other factors that lead to a decline of OCB in organisations. In the past research has mainly concentrated on the negative role of emotions in conflict. This has left room for the exploration of the positive role of emotions in conflict. The researcher suggests that emotions and their impact on OCBs and the general performance of organisations should be thoroughly investigated.

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## APPENDIX:

### QUESTIONNAIRE FOR UNIVERSITY EMPLOYEES

Dear respondent,

I am Ntege Freddie, a student of Makerere University Business School, pursuing a Master of Human Resource Management Degree of Makerere University. I am carrying out a study on *Organisational Conflict, Psychological Contract, Commitment and Organisational Citizenship Behaviour: A Case of Kyambogo University*.

You have been chosen as a respondent because the information you will provide is very vital for this study. The information provided will be treated with utmost confidentiality, and will be used exclusively for academic research purposes. Thank you for your time and co-operation.

#### SECTION A: PERSONAL INFORMATION

(Please tick what is most appropriate to you)

ROLE/JOB TITLE: .....

#### SCHOOL/FACULTY:

School of Mgt and Entrepreneurship	Vocational Studies	Education	Engineering	Arts and Social Science	Special Needs and Rehabilitation	Science
1	2	3	4	5	6	7

#### AGE (years)

Years old	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	Above 46
Tick	1	2	3	4	5	7

**SEX**

	Male	Female
Tick	1	2

**MARITAL STATUS**

Status	single	married	engaged	widow	widower	divorced
Tick	1	2	3	4	5	6

**EDUCATIONAL LEVEL ATTAINED**

Level	Certificate	Diploma	Bachelor's Degree	Masters Degree	PhD
Tick	1	2	3	4	5

**WORKING STATUS**

Status	Permanent	On Contract	Others (specify)
Tick	1	2	3

**PERIOD SPENT AS AN EMPLOYEE OF KYAMBOGO UNIVERSITY**

Years	Less than one year	1 – 5 years	6 – 10 years	11 + years
Tick	1	2	3	4

**SECTION B: ORGANISATIONAL CONFLICT**

Please tick what is most appropriate to you.

I strongly disagree	disagree	not sure	agree	I strongly agree
1	2	3	4	5

1	In this University conflict is viewed as having no positive outcomes.	1	2	3	4	5
2	Conflict can have positive outcomes if properly managed.	1	2	3	4	5

3	In this University conflict is ignored in the hope that it goes away.	1	2	3	4	5
4	In this University conflict is rarely recognized and used as an effective source for change.	1	2	3	4	5
5	Differences between individuals are diverted into personal hatred.	1	2	3	4	5
6	When disagreement arises, conflicting parties try to satisfy their own goals and concerns.	1	2	3	4	5
7	When carrying out arbitration among conflicting parties, superiors are not honest and fair.	1	2	3	4	5
8	When managing disagreements the superiors do not encourage talking facts about the situation.	1	2	3	4	5
9	In this University employees are always not submissive and do not give way to management decisions.	1	2	3	4	5
10	Management doesn't encourage employees to tell them what they want to know as opposed to what they want to hear.	1	2	3	4	5
11	There is no feedback on results after conflict resolution.	1	2	3	4	5
12	When solving problems or when addressing differing opinions, superiors do encourage emotions to be entangled with reason.	1	2	3	4	5
13	Superiors do not encourage arbitration of third parties so as to be objective.	1	2	3	4	5
14	Superiors attempt to marginalize weaker parties during conflict resolution.	1	2	3	4	5
15	My superior does not encourage exploring different points of view when settling disputes.	1	2	3	4	5
16	In this University we have no time to discuss problems that affect us.	1	2	3	4	5

### SECTION C: EMOTIONAL OUTCOMES OF ORGANISATIONAL CONFLICT

I strongly disagree	disagree	not sure	agree	I strongly agree
1	2	3	4	5

17	Employees in this University are afraid that the escalation of conflict may lead to job loss.	1	2	3	4	5
18	Sometimes one of the conflicting parties feels upset when the other party wins a court case.	1	2	3	4	5
19	Employees feel scared by the ongoing conflicts at the University.	1	2	3	4	5
20	In this University, conflicts bring about hostility between employees and administration.	1	2	3	4	5
21	I am ashamed at the lack of growth of this University due to ongoing conflicts	1	2	3	4	5

22	I am interested in working in Kyambogo University in spite of the ongoing conflicts.	1	2	3	4	5
23	I am proud of working in Kyambogo University in spite of the ongoing conflicts.	1	2	3	4	5
24	I am determined to work in Kyambogo University in spite of the ongoing conflicts.	1	2	3	4	5
25	I have a strong feeling of belonging to Kyambogo University.	1	2	3	4	5
26	I am inspired by the fact that conflicts in Kyambogo University will come to an end.	1	2	3	4	5

## SECTION D: PSYCHOLOGICAL CONTRACT

Please tick what is most appropriate to you.

I strongly disagree	disagree	not sure	agree	I strongly agree
1	2	3	4	5

27	This University offers training opportunities to its employees.	1	2	3	4	5
28	When employees go for further training they are promoted on completion of their training.	1	2	3	4	5
29	This University has clear plans for the employees' future.	1	2	3	4	5
30	In this University high performance is highly rewarded.	1	2	3	4	5
31	I always get feedback on my work performance.	1	2	3	4	5
32	When I make suggestions to management, they are taken seriously.	1	2	3	4	5
33	This University allows employees to participate in issues affecting them.	1	2	3	4	5
34	I get recognition for what I succeed in doing well.	1	2	3	4	5
35	This University offers me support with personal and family problems.	1	2	3	4	5
36	Working for this University gives me job security.	1	2	3	4	5
37	I always learn something from my work assignments.	1	2	3	4	5
38	My job in this University gives me the opportunity to meet new challenges now and again.	1	2	3	4	5
39	This University has given me the chance to learn new things.	1	2	3	4	5
40	Employees in this University are always encouraged to acquire new skills.	1	2	3	4	5
41	There are many opportunities for promotion in this University basing on your performance.	1	2	3	4	5
42	In this University, high pay goes to high performers.	1	2	3	4	5

43	Working for this University allows me to meet my social and economic obligations.	1	2	3	4	5
44	In this University payment for work done is made promptly.	1	2	3	4	5

## SECTION E: ORGANISATIONAL COMMITMENT

Please tick what is most appropriate to you.

I strongly disagree	disagree	not sure	agree	I strongly agree
1	2	3	4	5

45	I am so attached to this University that I feel like I am “part of the family” of Kyambogo University.	1	2	3	4	5
46	I do not feel “emotionally” attached to this University.	1	2	3	4	5
47	I really feel as if this University’s problems are my own.	1	2	3	4	5
48	I would like to spend the rest of my career with this University.	1	2	3	4	5
49	I am proud of Kyambogo University.	1	2	3	4	5
50	This University has a great deal of meaning for me.	1	2	3	4	5
51	I do not feel a strong sense of belonging to this University.	1	2	3	4	5
52	Even if this University went down financially, I will still be reluctant to change to another organisation.	1	2	3	4	5
53	It would be too costly for me to leave this University now.	1	2	3	4	5
54	If I am offered a job in another organisation with a slight increase in pay, I would definitely change my job.	1	2	3	4	5
55	Too much of my life would be disrupted if I decided to leave this University.	1	2	3	4	5
56	If feel that there are too few options to consider leaving this University.	1	2	3	4	5
57	It would be very hard for me to leave this University even if I wanted to.	1	2	3	4	5
58	Jumping from this University to another organisation does not seem at all ethical to me.	1	2	3	4	5
59	I believe in remaining loyal to this University.	1	2	3	4	5
60	If I got a better offer elsewhere I would not feel it right to leave Kyambogo University.	1	2	3	4	5

## SECTION F: ORGANISATIONAL CITIZENSHIP BEHAVIOUR (OCB)

Please rate yourself on the following practices and behaviours by ticking what is most appropriate to you. Kindly be as objective as possible.

I strongly disagree	disagree	not sure	agree	I strongly agree
1	2	3	4	5

61	I seek and accept responsibility at all times.	1	2	3	4	5
62	I perform competently under pressure.	1	2	3	4	5
63	I readily accept more work.	1	2	3	4	5
64	I could be relied on to come on time every morning.	1	2	3	4	5
65	I get a great deal done within a set time frame.	1	2	3	4	5
66	As expected I attend to my work regularly.	1	2	3	4	5
67	I do not take days off my work without previously asking for them.	1	2	3	4	5
68	I never deliberately work below my best even without supervision.	1	2	3	4	5
69	I always anticipate problems and develop solutions in advance.	1	2	3	4	5
70	I assist my superior with his/her work.	1	2	3	4	5
71	I make innovative suggestions to improve the University.	1	2	3	4	5
72	I do only what is required of me and never volunteer for extra work.	1	2	3	4	5
73	I help others who have a heavy work load.	1	2	3	4	5
74	I attend functions that are not required of me but are of help to the University.	1	2	3	4	5
75	I keep abreast with any new developments in the University.	1	2	3	4	5
76	I stay at work for longer hours than the work day even without compensation.	1	2	3	4	5
77	I am proud to tell others that I am part of the University.	1	2	3	4	5
78	I talk favourably about the University to other people.	1	2	3	4	5
79	I help workmates to complete tasks without having to be told by management.	1	2	3	4	5

**Thank you once again.**