INFLUENCE OF ORGANIZATIONAL POLITICS ON INSTITUTIONAL PRODUCTIVITY IN SELECTED PUBLIC UNIVERSITIES IN UGANDA

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A THESIS SUBMITTED TO THE BOARD OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE CONFERMENT OF THE DOCTOR OF PHILOSOPHY DEGREE IN POLITICAL SCIENCE OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES OF KISII UNIVERSITY

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DEDICATION

With gratitude to the Almighty, I dedicate this work to my beloved parents, Mr. James and Mrs. Agatha Songoni, as well as my dear husband, Hon Dr. John Faith Magolo, and my cherished children, Deborah Praise, Daria Blessed, Destiny Muwuli, and Delight Anyalisa. Their unwavering support and encouragement have been instrumental in propelling me forward, and their tireless efforts have played a significant role in bringing me to this point. May the blessings of God abundantly shower upon each one of you.

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ABSTRACT

This study sought to examine the influence of organizational politics on institutional productivity in selected public universities in Uganda. Whereas organizational politics is a key factor in the assurance of institutional productivity in public universities in Uganda, little academic interest and research has been devoted to it to establish its influence on institutional productivity, especially in public universities. Public universities in Uganda have, for long, had declining productivity in their key mandates of teaching, research, and community outreach. This has been attributed generally to dwindling financial and human resources. However, the influence of organizational politics and in particular the inherent stakeholder mission conflicts and contradictions are scantily considered. The specific objectives of the study were to examine the extent to which stakeholder mission conflicts influence institutional productivity; to assess the effect of stakeholder involvement on institutional productivity; and to evaluate the influence of stakeholder conflict management strategies on institutional productivity in selected public universities in Uganda. The arguments in this study were informed by Max Weber's Theory of bureaucracy and Freeman's (1984) Stakeholder Theory. This study adopted a descriptive cross-sectional survey research design using both quantitative and qualitative research methods to address the research questions and objectives. The target population in focus included the chairperson university governing council, Vice chancellor, Academic registrar, teaching staff, chairpersons for staff associations, guild presidents and LC1 chairpersons totaling to a population size of 1107. This category of respondents was selected because they are key players in the organization politics of the universities. A sample size of 285 respondents was selected using the Krejcie and Morgan table (1970). Data collection was done through simple random sampling, and purposive sampling method. The data collection instruments included interviews guides, observation checklist, and questionnaires. The findings revealed that majority (83%) of the respondents attested organizational politics contributes to variations in institutional productivity in public universities. In particular, the implementation of the different stakeholder missions tends to contradict each other in their implementation leading to conflicts and effects on institutional productivity. Additionally, stakeholder conflict management strategies have a significant effect on institutional productivity. The study concluded that organizational politics are at the center of the operations of public universities. The study recommends that public universities establish structures that preempt conflicts arising from varied interpretations of stakeholder missions and commit adequate resources to the process. Universities should also devise more democratic strategies and approaches to conflict management that facilitate institutional productivity through meaningful stakeholder involvement. Further research should focus on a comparative study of organizational politics in public and private universities.

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ABBREVIATIONS AND ACRONYMS

ADR:	-	Alternative Dispute Resolution
APA:	-	American Psychological Association
AR:	-	Academic Registrar
CMS:	-	Conflict Management Strategies
CVI:	-	Content Validity Index
CUE:	-	Council for University Education
CEO:	-	Chief Executive Officer
DVC:	-	Deputy Vice Chancellor
ESU:	-	European Staff or Students' Union
GOU:	-	Government of Uganda
ICT:	-	Information Communication and Technology
KII:	-	Key Informant Interviews
KP1:	-	Key Performance Indicators
KJV:	-	King James Version
MUST:	-	Mbarara University of Science and Technology
MP	-	Member of Parliament
NCHE:	-	National Council for Higher Education
NUEI:	-	National Union of Educational Institutions
PSS:	-	Pharmaceutical Sourcing Solutions
SD:	-	Standard Deviation
SPSS:	-	Statistical Package of Social Sciences
SRM:	-	Supplier Relationship Management
UNSA:	-	Uganda National Students Associations
US:	-	University Secretary
VC:	-	Vice Chancellor

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

In today's complex and rapidly changing higher education landscape, the role of organizational politics in shaping the productivity and performance of public universities has gained considerable attention. Organizational politics (OP) is a prevalent occurrence in organizational dynamics, originating from the utilization of power by authority or top management, as well as the ways individuals employ their power to influence the functioning of systems (Danish et al., 2014). Organizational politics involves the manipulation of power through methods not officially endorsed by the organization or the use of unauthorized influence to attain personal objectives. The significance of organizational politics stems from its potential impact on various aspects of work outcomes. Numerous scholars have contended that politics can disrupt standard organizational processes, such as decision-making, promotions, and rewards, ultimately influencing productivity and performance at both individual and organizational levels ((Danish et al. 2014).

Globally, in public universities the increasing rate of organizational politics and workplace conflict has been a great challenge to the productivity of such institutions (Samaila, Chinedu and Ishaq, 2018). In this study, organizational politics is defined as the activities and behaviors used by individuals and groups to acquire power, influence decisions, and achieve personal or group objectives within an organization, have the potential to significantly impact the effectiveness and efficiency of institutions (Hitesh, 2021). Whereas institutional productivity refers to the efficiency and effectiveness of the key work processes including, customer satisfaction, employee satisfaction and embracing organizational culture.

The growing demand to enhance institutional performance in universities has heightened the necessity for more comprehensive information on higher education systems (OECD, 2017). This study offers insights into how stakeholders in higher education, focused on assessing institutional productivity, can revamp measurement approaches to yield results that hold greater value and utility for decision-making. Numerous studies have demonstrated the profound impact of organizational politics on various aspects of organizational life, including employee job satisfaction, commitment, performance, and overall productivity. Organizational politics negatively affect job performance and organizational citizenship behavior, while contributing to increased turnover intentions among employees. These findings suggest that the prevalence of political behaviors within an institution can lead to reduced productivity and inefficiencies (Ingrams, 2020).

Public universities are state funded institutions that are established by statute in every country. Their mandate is outlined in the legal statutes which facilitate the design of their respective missions to achieve specific organizational objectives. Public universities are therefore tools of the state that help the realization of policy objectives in education, training and professional development (Chankseliani, Qoraboyev, & Gimranova, 2021). This is accomplished through implementation of programs in teaching, research, innovation and community outreach. Their outputs determine the level of institutional productivity in the public university. In an increasingly competitive environment, universities face pressures to attract and retain top talent, secure research funding, enhance academic programs, and maintain a positive reputation. These challenges often create fertile ground for power struggles, conflicts, influence tactics, favoritism, and other political behaviors that can influence decision-making processes and ultimately shape institutional outcomes (Rosemary, 2018).

Globally, institutional productivity in public universities is a general concern due to the fact that they are perceived as important contributors to national development because they are mainly funded by public funds (Avci et al., 2015). Institutional productivity is generally enhanced through adherence to established protocol and missions of the universities and the level of resource commitments by the state including those internally generated (Chankseliani et al., 2020). This ensures timely realization of outputs as a result of provision of adequate resources for the achievement of university missions. Whereas focus is geared at realization of programmed institutional outputs, organizational politics involving internal and external stakeholders, tend to emerge to influence the public universities' ability to achieve their missions. For public universities to achieve the desired productivity, it's important that key players are brought on board (Okoro et al., 2017). This, therefore, demands that both internal and external stakeholders are to be involved in the attainment of institutional productivity. According to Moore et al., (2019) institutional productivity is a recognized theme in higher education institutional management which encounters challenges in measurement (Charles et al., 2019). This is more evident in nine Asian countries: Cambodia, Fiji, Indonesia, Malaysia, Pakistan, Philippines, Sri Lanka and Thailand. The authors, however, do not consider the challenge of organizational politics in their study.

In the United Kingdom, there has similarly been a general focus on research productivity of university institutions and attributing the challenge to variations in resource availability and opportunities for research across departments (Esam et al., 2018). In fact, globally, research productivity has determined the rankings of universities in the academic world. This focus rarely reveals the influence of organizational politics in the research process, especially the politics involved in resource allocation among competing academic and administrative needs.

In the United States of America (USA), state governments have an upper hand on matters concerning educational institutions (Avci., 2015). The USA government gave land to Education institutions way back in 1862 through the Morrill Land Grant Act, and the creation of the G. I. Bill. to encourage former soldiers to return to school (ibid). This led to mass enrollments especially of soldiers after World War II. However, little is said about the resultant effect on productivity in the universities. The state of institutional productivity in United States of America has been facing diverse challenges even before the COVID-19 pandemic, state universities have been facing tremendous pressure leading to sporadic decline enrolment, high cost of operation models, low revenues and entrapped by endowments to cover extra costs, by 2020, 57% of the state universities experienced 5% in decline in productivity due to budget shortfalls (Hamilton et al., 2021).

Performance and productivity have been catchwords in university from the 1970s, of transformations all over the globe cross the world. These transformations productivity did not start in Mexico until the late 1980s with a general perception that higher education in Mexico was in emergency state, that public universities were unproductive and unaccountable with ineffective governance systems and structures. There were few publications and the teaching and learning was wanting with high dropout rates or delayed completions. The call for productivity in higher education became apparent from various international agencies and hence the increase in programs and policies targeting performance productivity enhancement like initiating new funding lines, mainly based on performance, introduction of special funds for restructuring the organization by the state, the governance of universities was also transformed and university income widened to include merit pay (Wietse & Olg, 2019).

In East Asia public universities are basically regarded as part of the State which recruits, employs and owns university assets. The entire university' management structure, including faculties,

employees, salaries, student numbers and tuition fees are decided upon by the state legislative and budgetary instruments (Hiideyuki, 2018). Understanding and improving the productivity of higher education is of growing importance, where university education and research is playing an increasingly significant role in development (UNESCO, 2014).

Japan universities have consistently been ranked among the best in the world for example in 2022 impact rankings Hokkaido University came tenth globally took the first place in Sustainable Development Goals (SDG) number two of eliminating hunger. Japanese universities have generally performed well in as far as SDG are concerned. The universities are expanding their global programs for collaborative research and community outreaches. The positive growth and expansion of the Japanese higher education has been attributed to increase in budget allocation and supportive government policies (Kakuchi, 2022).

In Sub Saharan Africa, research on institutional productivity tends to emphasize the quality of research output without due consideration of the state of teaching and learning as well as community outreach (Maasen, 2015). The challenges have been attributed to lack of adequate funding and a poor research culture in the institutions as well as at individual level. The study by Maasen (2015) points out such deficiencies in a number of universities in Africa including University of Nairobi in Kenya, Makerere University in Uganda and university of Rwanda. Jowi et al (2019) argue that African universities suffer from:

> "Few resources, inadequate capacity and a history of neglect, the sector has been struggling over the years to respond to increasing demands including capacity gaps. One of the main issues facing the sector is its research and innovation capacity and the ability to use these for the continents transformation" (Jowi, et al 2019:9).

Okoro et al, (2017), highlighted massive investment in infrastructure, upgrading teachers and students' friendly environments as the much-needed input to spur university performance without

any regard to organizational politics. The above authors underscore the research agenda in African universities without necessarily underpinning the role that organizational politics plays in pursuing this agenda. In most sub-Sahara African countries, there has been deep economic stagnation in the most recent two decades (Fang et al., 2020; Mendes & Bertella, 2019), due to international, domestic conflicts and within organizations. The academic institutions which once promised ample supply of knowledge, innovation and professionals to the country later declined in their performance due to the fact that universities are organizational entities comprising of different constituencies, with each pursuing its own goals, which inevitably leads to conflicts and contradictions hence affecting institutional productivity (Hayes 2014; Valente, 2020). The University of Dar es Salaam has transformed into one of Africa's leading institutions with a global reputation. However, in the late 1970s and 1980s, Tanzania encountered economic challenges due to factors like involvement in liberation struggles. This resulted in the neglect of staff and student welfare, apathy, limited consultations, unilateral decision-making, and bureaucratic dominance (Nabayego & Itaaga, 2014; Nampala et al., 2017). Through the reform process, the university emerged stronger, implementing well-structured systems, including democratically elected committees, and supporting staff in pursuing doctoral courses to enhance research aspects. It is apparent that politics may impact the behavior of public organizations and hence their levels of productivity, though it is scantily and not systematically interrogated (Kasozi 2016).

African universities have also performed inadequately in the domain of developing partnerships with industry due to a number reasons including weak institutional capacity. Sa (n.d) argues that,

> "Universities have limited structures and human resource to productively engage with industry. Specifically, this lack of capacity includes limited human resources and poor infrastructures. Informants from universities, the private sector and government all recognize the lack of expertise inside universities. They believe that universities do not have enough qualified academic and management staff to engage productively with industry (Sa, n.d:21).

The limited resource base of universities thus forms part of the organization networking and politics that determine the organizations' productivity over time. It is also apparent that there is minimal academic and research interest in the politics underpinning the general mandate of public universities on the continent, yet it determines the success or failure of quite a number of research, teaching and outreach programs.

As of 1987, Makerere University stood as the only public university in Uganda, catering to a student population that surpassed ten thousand. (Odaga, 2020). However, by 2018, the number had increased to 38 private and 11 public universities (NCHE, 2018). This growth in the number of universities points towards the fact that universities are perceived as important contributors to national development and hence government' focus on strengthening them. It's worth noting that increasing the number of universities without paying attention to their productivity will not deliver the expected result, productivity in universities is best evaluated when the existing politics at the workplace is conducive and favorable in Uganda public education is experiencing diverse changes in terms of diversification, sector expansion, new fund lobbying arrangements increasing attention on accountability, performance and creating avenue for organizational politics. There are a number of different philosophical views concerning institutional productivity and hence the focus of this study on institutional productivity if the nation is to achieve its set objectives. The research contends that productivity in universities is best evaluated when the existing politics at the workplace is conducive and favorable. This is evident in need for revision in vision, mission statements in order to access new funding sources to meet global competition requirements for accountability and competition (Nakimuli & Banis, 2015).

In their 2022 study, Ocampo et al. identified institutional support, reward systems, research funding, mentoring, and electronic information resources as pivotal factors influencing research productivity. Organizational politics becomes particularly conspicuous in conflicts related to resource allocation, decision-making, and role assignments. This is characterized by bureaucratic intricacies and privileges associated with positions, the consistency of approved actions, and adherence to organizational regulations (Kosiorek & Szczepanska, 2016). Such political dynamics are prevalent in all organizations but flourish more in the presence of unclear goals, limited resources, non-programmed decisions, and technological changes both within and outside the organization (Olorunleke 2015; Somoye, 2016). Political behaviors encompass actions taken by individuals or leadership with the intent of influencing individuals and stakeholders to adhere to the performance standards valued by the organization (Jafariani et al., 2012).

The higher education sector in Uganda has experienced an increase in learner enrollments and the number of institutions (NCHE 2015). Recognizing the sector's importance, the government has continuously augmented funding over the years, with direct political oversight from the state minister for Higher Education and the Minister for Education. Presidential pronouncements have led to improved employee remuneration and enhanced university infrastructure (Senyonga, 2015). These developments are aimed at enhancing institutional productivity in public universities. Despite all the endeavors made to enhance efficiency and effectiveness in public universities, there persists a chronic issue of low productivity. This is evident through insufficient research output, low rankings in webometrics, limited innovations, infrequent community outreaches, and frequent industrial actions. (Kaligoza & Kamagara, 2017).

Besides, Landells and Albrecht (2017) stated that organizational politics brings negative consequences for organization in different ways that is high turnover, lack of job satisfaction, lack of commitment and poor performance. The situation in developing countries usually worsens due to the lack of opportunities, competition and absence of effective organizational policies. The working environment and the ensuing organizational politics tend to have a role in these organizational dynamics but whose analysis remains scanty.

Organizational politics within public universities reveals inherent conflicts and disagreements stemming from interests, perspectives, opinions, and activities as individuals seek involvement in university affairs. Politics permeate all institutions and spheres, extending beyond political parties. Every individual has the potential to be a political actor, not limited to elected politicians, and public institutions offer a conducive environment for political actions to flourish. Various stakeholders, including staff members, administrators, students, governing councils, and external entities such as suppliers, contractors, donors, communities, governments, and their agencies or ministries, contribute to the complex landscape of university internal and external politics, influencing institutional performance.

1.2. Statement of the Problem

In organizational science, it is considered more important to add positive contribution to an employee's work life and to remove the barriers that hinder them to perform at their best to achieve institutional productivity. Keeping this positive approach in mind, this study aimed to explore the influence of organizational politics on institutional productivity. The main focus of this study was to see how organizational politics maligns the positive contribution of individuals to organizational productivity. Over the recent years organizational politics and institutional productivity has gained

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much attention in organizational research due to the fact that it negatively affects the behaviors and attitudes related to individual outcomes and performance. Earlier research findings from scholars such as (Olson et al. 2014; Olson et al., 2014; Asrar-ul-Haq et al., 2019) confirm that organizational politics is destructive in nature, and it always brings negative consequences. This study aims to examine these aspects and bring out an understanding how organizational politics can be turned to achieve productivity in universities.

Public universities in Uganda are established by the Universities and other Tertiary Institutions Act (2001) that spells out the policy framework that guides their operations, the relations between the university management and internal and external actors such as the community, the state, Ministry of Education, National Council of Higher Education, employees' unions, and students' organizations. However, the disparate constituencies that make up the universities all seem to have and pursue different goals that impact on the productivity of public universities with regard to employee motivation, and student output. This happens despite the existence of definite national and institutional policy frameworks (Ministry of Education and Sports, 2023).

Institutional productivity in public universities in Uganda has essentially been low as evidenced in the levels of research output and innovations, teaching and learning engagements and extent of community outreach (Idabu and Ijeoma, 2014). The attendant Institutional productivity challenges are not only internal but also external especially on the linkage between the higher education policy frameworks informed by the country's Vision 2040 and the realization of the missions of public universities. Notwithstanding the causal attribution to the dearth of resources for university education, organizational politics scantily feature in analytical literature and policy interventions (Nakimuli & Banis, 2015).

This study thus interrogated the influence of organizational politics on institutional productivity in selected public universities in Uganda. It focused on stakeholder conflicts over the implementation of their missions, the politics underpinning stakeholder involvement, and the stakeholder conflict management strategies used in addressing actor conflicts in public universities.

1.3 Purpose of the Study

To assess the impact of organizational politics on achieving institutional productivity in chosen public universities in Uganda.

1.3.1. Specific Objectives of the Study

i. To examine the extent to which organizational mission conflicts influence institutional productivity in selected public universities in Uganda.

ii. To assess the effect of stakeholder involvement on institutional productivity in selected public universities in Uganda

iii. To examine the effect of stakeholder conflict management strategies affecting institutional productivity in selected public universities in Uganda.

1.4. Research Questions

i) To what extent do organizational stakeholder mission conflicts influence institutional productivity in selected Ugandan public universities?

ii) How does stakeholder involvement affect institutional productivity in selected public universities in Uganda?

iii) How effective are stakeholder conflict management strategies in the enhancement of institutional productivity in selected Ugandan public universities?

1.4.1. Research Hypothesis

The present study employed a null hypothesis, which is formulated as follows:

1) Ho1. Stakeholder mission conflicts has no relationship with institutional productivity in selected public universities in Uganda.

2) Ho2. Stakeholder involvement has no relationship with institutional productivity in selected in public universities in Uganda.

3) Ho3. Conflict management strategies have no relationship with institutional productivity in selected public universities in Uganda.

1.5. Justification of the Study

There is scanty literature on the relationship between internal and external organizational politics and institutional productivity in public universities in Uganda. Notwithstanding the availability of ample documentation on the research mission of universities to the detriment of analytical studies on how internal and external organizational politics influences institutional productivity in pursuit of research, teaching, learning, and community outreach.

In particular public universities in Uganda have long experienced disruptions especially in their academic calendars due to strikes arising from conflicts and contradictions from the different missions of the other actors or stakeholders, which have affected institutional productivity. The policy interventions have generally been ad hoc and lacked interest in the dynamics underpinning organizational politics involving the respective stakeholders. The findings of this study are expected to provide valuable insights and practical implications for university administrators, policymakers, and stakeholders involved in the governance and management of higher education institutions. By understanding the dynamics of organizational politics and its influence on productivity, universities

can develop strategies to mitigate the negative effects, foster a healthier organizational climate, and promote the achievement of their core missions.

Public universities have been focused on because they are majorly financed from public resources hence the growing need from internal organizational actors for accountability (Dickler, 2020). Internal and external organizational politics and its influence on the institutional productivity in public universities is a pertinent issue for education scholars, policy makers, practitioners, poverty eradication and economic development experts. There is need for incisive e scientific research on their operations to inform policy, on their productivity (GoU, 2020).

1.6. Assumptions of the Study.

i. The participants would furnish precise information regarding the impact of organizational politics on institutional productivity in chosen public universities in Uganda. The other assumption was that the state as a key stakeholder directly influences organizational politics in universities which resultantly affects institutional productivity.

ii. The researcher presupposed that the respondents would provide truthful and factual responses to the questionnaires and interview queries. Given the substantial time and effort required to validate each participant's answers, honest responses are assumed. However, to reinforce honesty, the researcher made efforts to clarify to the participants that their identities would remain confidential and their confidentiality preserved.

iii. Ensuring study participants that their responses were confidential and securely maintained facilitated a more straightforward and honest response from them.

iv. The researcher also assumed that organizational politics is always negative and manifests negatively on institutional productivity.

v. The researcher assumed that stakeholders are always involved in the organization and that there are conflict management approaches in place.

vi. To obtain dependable answers, it is assumed that the research instruments applied would provide the respondents with a complete understanding of the questions they will be asked.

vii. The participants are expected to honestly express their knowledge.

1.7. Scope of the Study

The research investigated the influence of organizational politics (conflicts of stakeholder mission, involvement and stakeholder conflict management strategies) on institutional productivity in selected public universities in Uganda. Institutional productivity was quantified in form of graduation rates, community outreaches, and research and publications in public universities. The target population was 2600 university employees obtained from the four public universities (Gulu, Mbarara, Kyambogo, and Busitema University). This study was limited to a period between 2016 and 2020 and the critical time of analysis was 1987- 2020. These 33 years of focus are vital in this study because the available information shows that most public universities in Uganda were established in this period (Nabaho, 2019). However, the study was open to all relevant literature that was deemed useful in the analysis of the influence of organization politics and institutional productivity in selected public universities in Uganda. It was informed by the thought that there was inadequate literature assessing the influence of organization politics and institutional productivity in the selected public universities.

1.8. Limitation of the Study

The topic assessed the influence of organizational politics in public universities and yet public servants are barred from discussing political issues. This was however managed by sticking to the topic and objectives of the study through clearly spelt out questionnaires and interview guides, without indulging in the prevailing national politics. The topic also covered two branches of political science, and that is organizational behavior and public administration which made it complex. The study only covered public universities, limiting the findings to only public universities whose specific situations may differ from private universities. The present study only focused on organizational politics dimensions of conflict of stakeholders' missions; involvement and stakeholder conflict management strategies. There are other aspects of organization politics that have an influence on institutional productivity but were outside this study scope.

The investigation outcomes relied the preparedness and genuineness of the respondents. To address the limitations, participants were given sufficient information about the aim of study, with assurance of remaining anonymous and confidential and that the outcomes of the investigation were for only academic work. The study being a qualitative study had issues related to validity and reliability because qualitative studies happen in natural settings making it extremely difficult to replicate the research (Anczyk et al., 2019). This was however mitigated by doing a pilot study on a smaller group to ensure that the reliability instruments are reliable.

1.9. Operational Definition of Terms

Adaptability:

The ability of public universities to adapt to internal and external pressures is a crucial aspect. Organizations that are primarily oriented toward their internal functions and cohesion often face difficulties in adjusting to external conditions.

Empowerment:

In the context of a public university, this involves empowering stakeholders and staff with the authority and skills needed to oversee their respective responsibilities. This approach cultivates a feeling of ownership and accountability towards the institution.

Capacity development:

In publicly funded universities, this entails ongoing investment in the enhancement of staff members' skills to keep them abreast of current organizational needs and requirements.

Competitive advantage:

It is the promising state in which an organization intends achieve a level of being more gainful in comparison the rivals. To achieve and sustain this position a firm must show that its different and unique from the rest.

Conflict:

Is a state of no peace or war amongst individuals or groups. It occurs where there is scarcity of resources and where there are struggles among individuals and groups.

Conflict management:

The process of resolving differences between different individuals or groups to bring about harmony or positive results.

Consistency:

Describes the level of cohesion, strength, and alignment of norms and values within publicly funded universities. Stakeholder conduct is rooted in a set of principles, enabling them to reach a consensus, ensuring coordinated and integrated organizational activities. Organizations that are well-integrated and consistent often exhibit higher effectiveness.

Coordination and integration:

Signifies the capacity of different departments within a publicly funded university to collaborate seamlessly in pursuit of shared goals.

Core values:

Occurs when members of an organization collectively possess a common set of characteristics, fostering a shared identity and a well-defined set of beliefs.

Institution:

These are man-made structures of rules and norms that shape and constrain people's actions and inactions. Institutions are principal objects of study in as political science, and other social sciences. They can be formal or informal. In this study the word institution and organizations have been used interchangeably.

Involvement:

Involves the dedication of employees and other stakeholders to the public university, cultivating a sense of ownership and affording them a voice in decisions that impact both them and their work.

Mission:

Embodies the major reason for the existence of publicly funded universities, addressing the fundamental question of the organization's purpose and mission.

Organization:

Refers to the process of structuring, the method of transforming something into a cohesive whole; comprised of components with distinct roles that collectively contribute to the overall functions. The study employs the term organization interchangeably with "institution, business, and firm."

Organization learning:

Describes the process by which members of a publicly funded university collectively and individually gain knowledge through shared experiences and thoughtful reflection.

Organization politics:

Organizational Politics: In this research, it is defined as the intricate power relations and interactions within an organization involving different stakeholders, driven by diverse missions, conflicts, stakeholder involvement, and strategies for managing self-interests

Politics:

Politics is the art and management of society. Since every human being is political by nature having different interests. Hence politics is usually connected with conflict, decision making, and management of society.

Productivity:

It encompasses the skill in providing goods, products, and/or services to clients at minimal costs. Efficient management and productivity are closely connected, with motivation being a key factor in fostering productivity within a conducive environment. Productivity is sometimes used to mean output or performance. In this study the word will be used interchangeably with performance and output.

Public University:

Is a higher learning academic institution established by an act of parliament and supported or funded majorly through the national resources by the public.

Stake:

The term stake refers to an interest in something, a right, or a claim. These are persons who stand to lose or benefit from the actions or inactions of the organization.

Stakeholders:

Persons, groups or organizations having interest in the activities of the public university. They include students (current and prospective), community, the state or governments and its institutions, employees and governing councils, suppliers, owners, founders, competitors, communities, media, environmental groups, activists and consumer protection groups.

Strategic direction:

This happens when a distinct and purposeful intention conveys the mission of the public university, delineating how each stakeholder can actively participate and contribute meaningfully.

Team orientation:

Encompasses a significant focus on collaborative endeavors aimed at a shared objective, where every employee in a public university holds themselves accountable to one another.

Vision:

Vision embodies a envisioned and desired future or aspiration for a public university. It is a preconceived image of tomorrow that all stakeholders within the institution can endorse—a vision that is both realistic and achievable, promising a future that surpasses the present.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This section delved into academic literature that explores the influence of organizational politics on institutional productivity within selected government-funded universities in Uganda. The examination followed a systematic approach, concentrating on predefined objectives. Information derived from documentary sources, textbooks, websites, and journals was integrated, with dedicated attention to each objective. Furthermore, this section features the introduction of theoretical and conceptual frameworks to enhance and substantiate the presented arguments.

2.2. Concept of Organizational Politics

Organizations, as social entities, employ various strategies, including personal conflict, to advance their interests and goals, as well as to safeguard their self-interest within the organizational context (Juhaizi et al., 2018). Organizational support theory (Kurtessis et al., 2015) posits that when an organization meets stakeholders' socio-emotional needs, acknowledges their efforts, and facilitates improved job performance, stakeholders perceive organizational support. On the other hand, as noted by Landells and Albrecht (2019), when stakeholders view their organization as highly political and unsupportive, they may engage in political behavior to safeguard and advance their personal interests.Drawing from social exchange theory, Cropanzano et al. (2017) suggest that positive behavioral and attitudinal outcomes arise when the quality of exchange is high. Conversely, a low-quality exchange relationship between stakeholders and the organization leads to negative behavioral and attitudinal outcomes.

Organizational politics has been viewed as advantageous for those who are have political as it provides the basis for the organization' competitive advantage. Stromback et al. (2017), opine that politically skilled management usually manages organizations under different and difficult situations by applying their political skills including the aptitude to apply actions that encourage honesty, trust, and confidence. The positive influence of politics is usually seen when people know how to apply positive actions and strategies, and avoid the negative ones thus creating an effective political environment that is free from injustice, unfairness and inequity.

Organizational politics is a way of solving organizational conflicts and enhancing organizational change and adaptation to the environment (Cheong, & Kim, 2017). Generally, organizational politics is perceived as positive when it serves the institutional mission (Cacciattolo, 2015) including the other stakeholder missions or interests for the good of the organization. Constructive politics is a necessity in uniting the dissimilar interests of stakeholders, depending on the ability to set in equilibrium the competing motivations and views of the different organizational stakeholders. Once organizations perceive politics as natural and constructive then political strategies are appreciated as affiliation, building alliances, creativity, or even guidance and establishing partnerships through the analysis of institutional theory illustrates that organizational learning is a function of political processes at all levels and enhances flexibility and creativity. Conflict and the process of finding solutions to the conflict usually promote organizational learning.

According to Hinck and Conrad (2018), politics has beneficial outcomes like recognition and status, career advancement, achievement of individual and institutional aims, enhanced power and position, successful accomplishment of tasks and success. Therefore, it is right from the foregoing discussion to state that organizational politics at times serves in the pursuit of rightful ends and enhances

institutional productivity. Stromback et al. (2017) and Yu-sheng. (2020) argues that management and other stakeholders should possess prerequisite political skills to enable easy flow of opinions from one process to another. This is a positive effect and organizations should appreciate the need for politically active individuals to engage in developmental politics (Somoye, 2016).

Politics, power, and conflicts are always viewed negatively and have been known to invoke negative feelings by negatively affecting organizations through induction deprivation, inequity and unfairness feelings among stakeholders. In heavily politicized organizations, information is usually concealed (Cacciattolo, 2015; Cheong, & Kim, 2017; Stromback et al., 2017) and, individual voices and opinions are usually silenced. Stakeholders often experience discomfort due to the uncertainty, ambiguity, influence peddling, and self-interested actions prevalent in organizational settings. It is argued that genetic tendencies, such as conflict, assertiveness, power and control needs, manipulation, rank rivalry, unhealthy maneuvers, and egotism, may surface in reaction to common organizational challenges such as uncertainty, resource scarcity, and disagreements.

A number of studies have established that organizational politics tend to cause adverse effects on the organizational productivity and a major source of stress and conflict causing members to disconnect from the organization either substantially or psychologically (Cheong, & Kim, 2017; Yu-sheng, 2020). Although politics is known to promote organizational learning, this may be hindered by the restrictions in communication and information sharing (Labanauskis, 2017). In cases where organizations are defined by mistrust, there is limited knowledge sharing from individuals to stakeholders (Bishop et al., 2006). Yu-sheng (2020), opines that when stakeholders cannot trust the organization and its procedures, they develop biases, lower their commitment and begin to work against it.

However, other authors aver that, organizational politics is associated with the trust which usually affects the behavior of the different stakeholders making them suspicious of each other's intentions. This leads to informal highly political actions and behaviors. Important to note is that politics does not only negatively affect those within the organization but even those outside because politics reins into anguish which leads to conflict and violent behavior (Maslyn et al., 2017). Some people are more political than others because of differing attributes. Scholars leaning towards Machiavellianism are usually portrayed as rational rather than emotionally sensitive. They typically do not prioritize camaraderie and would rather strategically manipulate others to achieve personal goals. (Stromback et al., 2017). Different scholars (Ekawarna, 2019; Hinck & Conrad 2020; Khan and Hussain 2022; Olorunleke, 2015) have generally agreed that organizational politics hinders organizational productivity because it may lead to unrest, strikes, anxiety, reduced interest in the organization as resultant effects and hence it is imperative that organizations seek for leaders with political skills to draw out the positive out of politics (Khan & Hussain, 2022; Stromback et al., 2017; Yu-sheng, 2020).

Recognizing this correlation infers that decisions influenced by political considerations, such as those related to asset distribution, are perceived as biased, leading to unrest and discomfort among stakeholders. Several business management scholars in the recent past have generally concluded that politics are universal and if mismanaged or ignored may tend to be dangerous to organizations and their stakeholders (Bicer, 2020; Eagleton-Pierce & Knafo, 2020; Grant, 2022; Vojvodic et al., 2016; Olema et al., 2020)

The State or Government and its agencies have had a strong hold on education institutions, parents, and students, who are essential to the development of any academic institution. When the alumni of

universities are successful it guarantees the good name of the institution. The Board of Trustees are stakeholders as well. In the governance of universities, the councils are authoritative, in the accounting to society at large. Presidents and administrators are vital stakeholders; because without proper leadership, universities will not succeed. Employees are key in ensuring high quality in academic standards. Neighboring communities as stakeholders have interacted with universities for some time and have appreciated the need for good public relations with community relations to avoid conflict (Wojtanowska et al., 2023).

Institutions have recognized the importance of fostering positive relationships and dedicating significant attention in terms of research to communities especially those neighboring the institutions to accomplish their objectives. Donors as educational actors have a stake in universities and have significant influence on the development of courses and programs in the university and at times even influence the operations at higher institutions of learning through directing their funds or support to the areas of their interest (Slaba, 2015).

2.3. Concept of productivity in public universities.

The productivity of universities is defined differently by different scholars based on the various angle in which it is approached. The measurement of public sector productivity is not an easy issue, which does not only depend on the scholar defining it, but also on the factors in the particular public entity (Charles et al., 2019; Kämäräinen et al., 2016; Tchapchet et al., 2014).

Mazaki (2017), argued that performance is a dynamic concept with meaning varying depending on the geographical space the author defining it. He views it as the behavioral aspect which spells out how organizations and their stakeholders accomplish tasks or achieve their goals. In this study the term productivity has been used simultaneously with words like performance, output and

achievements to refer to the level to which organizational set targets or goals are achieved. It's worth noting that productivity measurement in public sector varies from the private entities, because the output of public entities is usually priceless yet private sector is usually focused on profit maximization and also because some public services are collectively consumed. It has been generally agreed among different scholars that for organizations to achieve their mission or set goals, and to achieve the desired productivity, there should be an engagement with all the organizations stakeholders in their operations (Tchapchet et al., 2014).

Cheong & Kim. (2017), in their study of the causes of productivity in public sector with specific emphasis on the impact of conflicts and politics stated that organizational productivity as a socially created phenomenon, is complex, and difficult to quantify in the public entities. It is important to address organizational politics in public universities in Sub-Saharan Africa to enhance productivity and competitiveness. This study highlighted that the negative consequences of organizational politics can hinder the quality of education, erode institutional reputation, and impede the development of a conducive learning environment. Consequently, these factors may hamper the ability of universities to attract talented faculty, secure research grants, and forge strong partnerships with industries and other stakeholders (César, 2021).

Research conducted by César (2021) emphasized the importance of addressing organizational politics in government funded universities in Sub-Saharan Africa to enhance productivity and competitiveness. The study highlighted that the negative consequences of organizational politics can hinder the quality of education, erode institutional reputation, and impede the development of a conducive learning environment. Consequently, these factors may hamper the ability of universities

to attract talented faculty, secure research grants, and forge strong partnerships with industries and other stakeholders.

The different schools of thought have proposed several factors affecting organizational productivity like the culture embraced by the organization, clearly spelt out institutional goals, human resource capacity, institutional structure, bureaucracy, employee alignment; the management styles, strong leadership, sufficient resources, political support, and stakeholder relationship (Ayers, 2015; Cheong, & Kim, 2017; Giauque et al., 2013) with limited focus on organizational politics.

In their study focused on boosting the innovation potential of Swiss universities, Ocampo et al. (2022) revealed that factors such as institutional support, reward systems, research funding, organizational culture, mentoring, global innovativeness, and electronic information resources significantly influence research productivity in higher education. Notably, the study did not explore the impact of organizational politics on productivity but rather focused on research productivity. Therefore, Ocampo's study may not be relied on to determine the relationship between organization politics and institutional productivity.

Nimtrakoon (2015), in an assessment of the innovative output of the highly substantial emerging economies of ASEAN nations that is, Philippines, Malaysia, Indonesia, Thailand, and Singapore, was conducted in the recent past. The research established that Research and Development initiatives are drivers of the organization's productivity and market output more so in developing economies, the progress of knowledge due to research output is believed to have a significant effect community and environmental challenges. However, it has been noted that most innovation initiatives have mainly focused on the industry but there is need to consider academic institutions as well. As a result, most higher learning institutions have adopted existing support systems for research activity. Many

governments have put in place quality assurance systems to ensure universities are held accountable for their research performance. Therefore, universities are best performing entities in key research productivity.

Public universities have several stakeholders (Nguyen et al., 2023) but this study will focus on the following stakeholders the state, the employees, the university governing councils, Ministry of Education and Sports (MoES), the National Council for Higher Education (NCHE), Uganda National Students Associations (UNSA), National Union of Educational Institutions (NUEI) and the local communities.

2.4. Review of literature

2.4.1. Stakeholder mission conflicts and institutional productivity

The adoption of missions in public organizations is a global phenomenon. In most cases, they are linked to the vision of the state (through the respective Ministries and agencies). Public universities have different stakeholders who also have missions and sometimes these missions are in conflict with the university missions. The key stakeholders in public universities include the community, employees, the governing councils, the state, the National Council for Higher Education, trade unions and students (see Appendix XVI). The university stakeholders' expectations are sometimes different from the university mission. Hence, the internal politics of a specific institution mirrors the preferences and directives of the state and other vested stakeholders. In Africa, dating back to the colonial era, universities were established to fulfill the requirements of the colonial authorities, primarily for the training of clerical and factory workers. The mission and vision of public organizations therefore are political expressions that guide the direction of a public entity.

According to Weiss and Piderit (2019), mission and vision statements are an integral part of public agencies that derive their mandate from the political realm. Thus, the state ensures that the university's mission aligns with its strategic objectives, such as regional equilibrium. Nigeria, Kenya, and Uganda are some of the countries where, public universities are typically distributed across various regions, although the specific locations are often politically influenced. For instance, the placement of Moi University in Kenya was a reward to the head of state's province (region), similarly in Uganda the second public university is located in the western part where the president hails from and this is no coincidence (Nabaho, 2019; Zeleza, 2016).

Most post-colonial governments in Africa established public institutions of higher learning to meet the emerging national needs and especially poverty reduction, unemployment, and underdevelopment (Zeleza 2016; Karungi & Rose, 2021). The existing literature on organizational politics, however, is silent on how internal and external organization politics influences productivity in organizations that have stakeholders with varied mandates. Within an institution, organizational politics plays a pivotal role that demands careful consideration, given its capacity to either positively or negatively impact the institutional mission. As outlined by Robbins et al. in 2008, effective political tactics contribute significantly to goal attainment, whereas detrimental political strategies have the potential to veer the organization away from its objectives, fostering fear and discord among stakeholders. Scholars often perceive organizations that embrace a certain level of political dynamics as inherently adaptable.

In crafting organizational missions, there is a common practice of ensuring alignment with the state's strategic plan. This is particularly evident in university missions, which are formulated to harmonize with the goals of the ruling government. The enforcement of this alignment is overseen by regulatory

bodies, such as the Nigeria National University Council (Ebeguki et al., 2022), the Council for University Education (CUE) in Kenya (Commission for University Education, 2023), and the National Council for Higher Education (NCHE) in Uganda (NCHE, 2023), with the heads appointed by the executive.

In a study done by Chan (2021) concerning stakeholder management in public universities reported that in 2016, University of Manitoba staff members rioted because of their claim that the university worker association had not agreed with the university about its (associations) major concerns like exemption from performance assessment which is a key area for university performance which cannot be ignored hence the conflict. To calm down the staff the university had to compromise on performance assessment. Although it is not clearly mentioned in the report how this compromise affected the university.

A survey conducted by Bain and Company in 2018 revealed that the mission is widely recognized as a key governance tool. The foundational principles of higher education institutions rest on the belief that the mission serves to legitimize their existence. According to research by Ezekwe and Egwu in 2016, many universities in Nigeria have embraced the mission as a strategic tool to guide their programs and activities, enabling them to establish a robust presence in both local and global contexts. The mission, being a crucial factor, has the potential to secure the survival and foster the growth of an organization. Notably, in Uganda, there is a mandatory requirement for all universities to align their mission with the national mission, and it is obligatory for this alignment to be prominently displayed in public spaces (NCHE 2018; Ochwa-Echel 2016). The government goes an extra mile to ensure that the leaders in higher institutions of learning are promoting the national

vision for example by taking them for mandatory training at the National Leadership College where the ruling government instils instills the spirit of patriotism

Mwaniki and Muathe (2021), did a study on how organizational performance is affected by organizational conflicts in Kenya and he stated that conflicts are inevitable in organizations because of the differing goals and interests by different stakeholders. Individuals usually compete for scarce resources like office equipment, space, finances, promotions at work, favor and recognition. No mention is made about the place of organization's mission resulting into conflicts and the effects the mission conflicts might have on the institutional productivity in public universities and hence the need for the current research. However, the study mentioned that negotiations, mediation, and collaboration during organizational conflict positively affected employee performance.

Mwaniki and Muathe (2021), defined conflicts as a clash of differing stakeholder expectations that lead to serious emotional involvement and hinder balanced negotiations. In organizations, conflicts arise due to the various stakeholder interests, differences in their schedules, and pressure of change. Conflict between the different stakeholders usually occurs in organizations because of different reasons like differing goals, missions, scarcity of resources and feelings of oppression from the powers that be like institutional management and the government (Khanzadi et al., 2017; Nwanmereni, 2020).

Rammata (2019), in her study about managing conflicts using the mediation strategy in public sector come up with a number of causes of conflicts in public institutions which included bureaucracy and the too much legislation, limited financial or material resources: bad leaders, favoritism, too many expectations from the clients, unclear disciplinary and grievance handling mechanisms, procedures however the study didn't consider the different stakeholder missions as being a source of conflicts

and so the need to carry out an investigation on the impact of the differing stakeholder missions on the ensuing organization conflict and how that affects institutional productivity.

Findings by Nwanmereni (2020), in Nigeria's tertiary institutions on mitigating stakeholders' conflict established that participatory decision making has enhanced effective institutional conflict resolution. It is important to note that facilities for electricity, water and telecommunication are vital in attaining productivity in public universities as they facilitate peaceful and comfortable living by the students, staff and other stakeholders. Issues of inadequate and decayed infrastructure in Nigerian Higher learning institutions are very common with limited classrooms and staff offices amidst the bulging student numbers which affects teaching and learning. Staff housing is in wanting and appalling state, forcing many to live far away from the universities, all these once not well-handled leads to conflict among staff students and other stakeholders.

Issues of inadequate and decayed infrastructure in Nigerian Higher learning institutions are very common with limited classrooms and staff offices amidst the bulging students' numbers which affect teaching and learning. Staff housing is in a wanting and appalling state, forcing many to live far away from the universities. All these once not well-handled leads to conflict among staff students and other stakeholders. At times the management are like demi-gods very unapproachable by the students and staff on any issue or policy, unclear promotion structures and dispute-handling mechanisms just work at exuberating conflict within the institutions (Samaila et al., 2018). The study however was carried out in Nigeria and didn't specifically focus on public universities.

Conflicts in organizations may lead to riots, strikes, or lockout campaigns, demonstrations and withholding of students marks in some universities by lectures and all these mainly depend on how

the different stakeholders respond to issues and matters arising. Conflicts usually arise due to self-interests among individuals and groups associated with the institutions in cases of self-interest everyone looks out for their own benefits and hence ineffective communication which results to poor management style, lack of compromise and poor orientation. These findings were from a study done by Samaila et al. (2018) on the link between organizational politics and organization conflict in chosen universities in Edo State in Nigeria. Organizational politics manifested in conflicts of stakeholder goals greatly affects institutions of higher learning and causes a breakdown in communication, reduced output, reduced stakeholder commitment, and drive. From these issues the current research sought to determine how stakeholder mission conflicts affect public universities in Uganda.

Hamayun et al. (2014), analyzed the strategies of managing conflicts in public universities in Pakistan and concluded that differences between employees and administrators are the main sources of conflicts. The study revealed other common sources of conflict in the university faculties as perceived unfair appointments, rewards and promotions, contract terms, hiring and firing decisions, poor and inadequate facilities/ resources, individual values systems, and unfair systems. Although the research was done in in public institutions of higher learning, it only focused on two stakeholders that is employees and management ignoring other vital stakeholders of universities like students, trade unions, NCHE, the communities and the state. The study also didn't link the conflicts to organizational productivity or performance.

Remon et al. (2015) established that 45% of conflicts in organizations are due to challenges in managing stakeholder missions and interests. They further argue that conflicts are brought about by differences in beliefs, values, perceptions or opinions between different stakeholders. Whenever

there are discordant goals, emotions or thoughts among person's disagreements and opposition is bound to occur. Disputes arise when an individual or a group sense that their concerns are being opposed or adversely impacted by another party. Their research however was carried out in Netherlands a developed country whose results may not be ably generalized to the Ugandan situation.

Yu-Chin Liu et al., (2019) state that conflicts are the felt difference among two or more persons leading to mutual opposition. Conflict affecting organization team members and groups or organization stakeholders can negatively affect the organization. However, they didn't specifically look at mission conflicts and their research didn't focus on institutions of higher learning hence the outcomes of their study are less likely to compare with the current research.

Osuizugbo & Okuntade (2020) carried out research in Nigeria on construction project delivery and conflict management practice among stakeholders and found that having divergent goals among stakeholder is one of the leading causes of conflicts and so recommended that there has to be coordination of stakeholder goals and interests so as to attain institutional targets. This research relates to the present research because both applied the cross-sectional research design. However, they were interested in stakeholders' conflicts in the construction industry and yet the current research was carried out in public sector specifically in universities. The present focused more on the influence of organizational politics on institutional productivity, stakeholder conflict was just a component of the research and not the main subject as with Osuizugbo and Okuntades' study. Additionally, the two researches are different in terms of content and geographical scope.

In a related study, Ogaga (2017) carried out research exploring the influence of the three forms of institutional conflict, that is, procedural, relationship and task conflict, on the output of employees

in a Nigerian cement organization. The research applied the Pearson correlation and the logit estimation procedures. The marginal outcome from the logit estimation showed that only relationship conflict and not all forms of conflict affected employee performance significantly and Pearson correlation showed both task and process conflicts had positive effect on employee productivity. The research recommended that organizations' leaders and policy makers should put in place conflict resolution apparatus by eliminating all resistance arising from the three forms of organizational conflict in order to attain organizational development and encouraging conflict forms that positively affect performance.

Isidore (2022) in his study considered how organizational conflict affects job performance of employees in Akwa Ibom State University, using a questionnaire-driven investigative approach having 226 employees as participates and the results were empirical tested with findings showing that job performance significantly affects institutional performance. Additionally, the study showed that disputes come up from a number of organizational aspects like financial and divergent goal orientations within organizations. Workers associations and management conflicts were found to be the greatest form of industrial disputes. The research like many others resolved that disputes were obvious occurrences in organizations. (Isidore 2022; Omene, 2021; Ongor 2017) and is likely to or undermine institutional productivity based on the dispute resolution process applied. The research recommended university management to put in place a dependable and transparent avenue of communication about conflict in organizations relation should be encouraged so as to circumvent domination confrontation and competition as conflict management approaches.

Simie et al. (2020), investigated the influence of disputes on institutional output in Dadu High school Woreda in Ethiopia using explanatory research design with the respondents as only employees of

the school. They concluded that task and process conflict had a positive effect on organizational productivity. It was further concluded that moderate process and task conflicts can be constructive to the organizations' health. Whereas Simie et al., study, is comparable to the present research in terms of focus on conflict and organizational performance they differ in their geographical locations, the research designs were also different hence can't be generalized to the Ugandan situation. This therefore necessitated the current research.

In countries like Kenya and Uganda, the university regulatory bodies like NCHE and CUE, follow up to ensure that institutional philosophy is available and in tandem with the government set goals (Kasozi 2016). The existing academic literature emphasizes that institutions aiming to maintain a distinctive modus operandi must possess a meaningful and steadfast mission. This mission should have both symbolic and substantive significance. Connecting the overall goal of the organization with personal beliefs is crucial, as suggested by Omisore and Nweke in 2014. Organizations play a vital role in highlighting their primary focus and activities, requiring regular updates to ensure ongoing relevance and purpose, as noted by Taiwo et al. in 2016. The evaluation process regarding an organization's purpose serves the purpose of facilitating communication and offering valuable feedback on institutional performance from stakeholders, as indicated by Mahmood and Rehman in 2015. Government institutions commonly implement a well-established feedback system through annual stakeholder engagements, underscoring the importance of regularly informing stakeholders about the organization's purpose of existence. This happens through stakeholder engagements at different levels whereby the historical background, organization's philosophy is to be clearly relayed.

Articulating a compelling mission effectively holds the potential to assist a university in attaining and maintaining a competitive edge. The mission is communicated to stakeholders, including employees, students, the community, and government agencies, through diverse channels such as organizational videos, brochures, engraved items like diaries and notebooks, financial records, budgets, newsletters, and reports, including labor relations contracts and client charters (Mwaniki & Muathe, 2021). The mission should be communicated and shared with all stakeholders to convey the organization's purpose to both internal and external audiences. Stakeholders should have confidence that the organization's leadership possesses a clear sense of direction and is prepared for forthcoming changes (Abdel-Rahee & Mohamed, 2019). The responsibility of communicating the organization's visions lies with the chief executive, top managers, middle managers, and, to some extent, lower-level managers.

In Mahmood and Rehman's study (2015), they highlight the importance of a well-communicated mission in providing a solid foundation for organizational commitment among stakeholders. This mission, serving as a guide to organizational values, plays a crucial role in enhancing institutional productivity. The process of developing a shared mission requires collaborative efforts, time, and dedication from all stakeholders. It is essential to note that creating a mission is not a one-time task; stakeholders need ongoing discussions and a commitment to internalize and align with it.

The literature underscores the significance of having a mission for every organization, as it fosters active engagement of stakeholders in the organization's activities. The mission's promotion contributes to stakeholder commitment by effectively communicating essential organizational values, including enduring opinions, beliefs, philosophies, and ideologies. Stakeholder commitment, in turn, plays a vital role in reducing counterproductive behaviors such as sabotage and the formation

of unhealthy alliances (Igbaekemen & Idowu, 2014). Therefore, managers bear the responsibility of ensuring that the entire stakeholder community is well-informed about the organization's purpose to achieve the expected performance.

Public organizations that have multiple stakeholders tend to experience inconsistences in the attainment of their missions. However, some authors dwell on the effectiveness of missions of public organizations without necessarily acknowledging the multiplicity of missions and values of external and internal stakeholders that tend to be autonomous of the parent organization. They thus lack incisive analysis of organizational politics and the ensuing conflicts that puts one department against the other. This definitely impacts on the organizational output unless coalition building or alliances are developed. This makes the varied missions within the department to conflict and therefore influence productivity negatively.

Consistency of missions is, a factor in the emergence of organizational politics, especially in situations where the mission of the public organization conflicts with that of the other actors or stakeholders like internal departments or autonomous internal organizations such trade unions. Consistency plays a pivotal role in fostering integration, control, and coordination within organizations. Maintaining consistency enables the development of a shared mindset and the establishment of organizational systems that incorporate internal management structures built upon consensus from all stakeholders (Smith & Johnson, 2020). Where inconsistences prevail, conflicts and contradictions emerge. These stakeholders include students, the employees, and the state as a major stakeholder.

In the highly competitive landscape of the business environment, organizations often undergo numerous adaptations to stay relevant and competitive in the market. These adjustments may involve

the introduction of new product lines, entry into different business domains, and the adoption of the latest technologies. However, in organizations characterized by fragility and instability, certain stakeholders may interpret these changes as disruptive and demoralizing (Alvesson & Sveningsson, 2015). Political maneuvers within organizations tend to be most effective when there is ambiguity in missions, goals, aims, and objectives, scarcity of resources, technological changes, and a lack of predetermined decision-making processes

Core values are derived from the mission of an organization and just like missions are products of stakeholder consultations and consensus building. However, there are experiences of conflicting core values in organizations especially when their activities are at variance or threaten each other's mission. Core values are principles embraced by all stakeholders in an institution, fostering a sense of distinctiveness and a shared set of expectations that unify the organization and its stakeholders. These ideals serve as guiding principles for the organization's board, staff, and volunteers in carrying out their responsibilities. While values can be somewhat informal, they are enduring and instill a belief among individuals within the organization that certain goals are legitimate or correct, while others are considered illegitimate or wrong. Values are the basis for state policy and even organization rules and policies are drawn from the value system. They assist in having a policy, law, or regulation accepted and implemented (Muers, 2018).

The foundational principles of an organization are frequently articulated in a statement of values. As per Chowdhury (2016), organizational values are defined as beliefs favoring certain types of behavior over others and are considered symbolic representations of the cultural framework. Some organizations regard values as the guiding beacon that directs the process of institutional growth and development, while others see them as constituents of institutional attitudes. In essence, values are

interconnected with how institutions shape their beliefs about human beings, reflecting a broadly defined organizational conduct.

An increasing number of research studies (Chowdhury, 2016; Kotrba et al., 2012; Paarlbery and Perry, 2007) indicate that successful organizations prioritize their values. Values play a crucial role in guiding interpersonal interactions in the workplace, offering a framework for how stakeholders are treated within an organization and contributing to the distinctiveness of one organization compared to another.

Adherence to such ideals refocuses employees to fit in the big picture towards achieving the organizations vision and increases the organizations effectiveness. The world is highly competitive so values assist in showing stakeholders, the organizations' uniqueness by showing what is valued. According to Eldh (2012), core values lack a legal foundation as there is no specified penalty for violating them. This becomes a challenge when norms solely derive from core values, particularly when insufficient efforts are made to reinforce the values in connection to established laws. Muers, (2018), argues that values may not be written down but are still powerful in enforcing behavior. In organizations, leadership bears the responsibility of leveraging their power and authority to promote the desired behaviors and values. The implementation of new rules and regulations may encounter challenges when they do not align with the existing organizational cultures. The government has established laws, policies, and sanctions to enforce proper behavior, serving as reference points for universities. Creating an optimal physical environment is crucial for enhancing employee productivity, motivation, and overall task performance. However, resource constraints pose a challenge for many public universities in achieving this. The state allocates resources to public universities and building designs have to be approved by the government set standards. However, some stakeholders like the employees in most government universities may view physical

developments as not being priority and would prefer resource to be directed towards their allowances and salary enhancement.

In conclusion a lot of research has been done to explain the relation between conflicts and institutional productivity (Isidore, 2022; Fontanella et al., 2017; Magolo et al., 2020; Ogaga; 2017; Ozdem, 2011; Patzak, 2012; Simie Amante and Kumara, 2020; Wright and Pandey 2011) however, none has been done specifically on organizational mission conflicts and institutional productivity in public universities in Uganda. Under this section, some of the missing links that needed filling as reviewed in the literature addressed, whether the conflicts in stakeholder missions influence institutional productivity. The other gap in the literature is that most studies focus on internal organizational politics ignoring the external organizational politics and its influence on organization productivity hence the need for this study.

2.4.2. Stakeholder involvement and institutional productivity

Stakeholder involvement is a view that apart from shareholders, there are other actors, groups or persons that are affected by the organization's activities like local communities, the state, government agencies, politicians, suppliers, students and employees who have to be consulted or considered during decisions making and other activities of the organization. The concept of stakeholder involvement is sometimes used to mean participation so the terms shall be used simultaneously. In this research, it has been operationalized as empowerment, representation, voting, decision making, feedback and collective action in institutions or organizations.

The engagement of stakeholders within an organization is a managerial construct that mirrors power dynamics. It indicates the managerial style, whether democratic, laissez-faire, autocratic, or authoritarian. The management styles employed by the head of state significantly influence how

managers within organizations conduct their operations. According to Maj (2015), organizations are groupings of stakeholders with differing needs, interests and opinions to be managed. Therefore, the management of organizations manage the stakeholders so as to ensure their interests, rights are well taken care of and that they ably participate in decision making to ensure maximum performance of the institution.

Stakeholder involvement implies the consideration of opinion diversity in the making of decisions that impact on an organizations' productivity. It basically implies frequent participation of the different stakeholders and other interested parties in the organization in making decisions that affect them, for example by offering ideas for organization improvement, planning, and resource mobilization. It therefore, entails frequent consultation with the respective stakeholders in the making of decisions. According to Zubair et al. (2015), involvement is a political process involving various actors with their biases, stereotypes, concerns and needs. The term is associated with political engagement or participation, a fundamental aspect of good governance. The University senate consists of diverse stakeholders, including employees, student guild leaders, representatives from the Ministry of Education and Sports, and trade unions. Typically, individuals engaged in civic activities also actively participate in their organizations, as evidenced by their significant involvement in decision-making processes. Those involved in civic matters acquire additional skills and experiences that prove beneficial in organizational decision-making. However, there is limited research on the impact of stakeholder involvement on organizational productivity. However, involvement of stakeholders in decision making leads to smooth implementation of resolutions made within the institution and satisfaction because all stakeholders have been involved (Imam et al., 2013).

Involvement is a vital element of democracy and good governance. Most public institutions apply democratic principles like accountability, participation, election of leaders and equity in the course of their work like deans and heads of department and staff associations are democratically elected by employees. Institutions which value involvement emphasize the participation of its stakeholders in decision making as a way of empowering them (Dobre, 2013; Manyonyi 2012). For confidential decisions that require secrecy which is acceptable, only a few concerned stakeholders are involved, otherwise the stakeholder should be involved as much as possible in the institution. Decisions, according to Manyonyi (2015), should be made with the participation of the people or groups they affect; and this is done by consulting, discussing with them so as to have their opinions and resultantly come up with new ideas.

Klemenčič (2020) in the study on student representation in Western Europe listed the representative organizations in universities to include workers associations, trade unions, student councils, unions, parliaments, governments and argued that their main goal was to ensure that their members (students and employees) interests are well taken care of. These associations function at different levels of university governance that is at faculty and departmental level to institutional, regional, national to the European Union level, where national representative organizations congregate in the European Staff or Students' Union (ESU). All of these staff and student associations are similar in that they organize, aggregate and intermediate staff and student interests, provide support to the employees and students activities.

Activism involves making claims away from the known or formal decision structures in an institution. Activism is often linked to antagonistic politics and non-traditional ways of claim-making, which include strikes, boycotts, riots, and campaigns in modern conceptions of activism,

however, it embraces all collective action aimed at delivering both political and social change in society (Fisher, 2012). However, Klemenčic and Park (2014), argue that the actions of politics by student interest groups, and governments should not be referred to as authentic or legitimate forms of activism (Coen, Vezzoli, and Zogmaister, 2022; Mouffe, 2016).

Yang et al. (2018), in their study of Chinas undergraduates' political participation activities stated that the approaches of representation involve participation in board politics like being part of board meetings, adhoc committees, task forces, and contributing to ideas, lobbying and issue advocacy. in such cases, students are viewed as legitimate actors in the university decision-making processes on matters that issues that ultimately concern students. Students also participate implementing university agreed on positions. Ideally, representation as a kind of student politics assumes that student representative associations are in place and, that official recognized avenues of representation are in place. The study however doesn't show how this kind of student involvement or representation affects institutional productivity

Involving stakeholders in decision making leads to amazing outcomes and even cost reductions as showed that, one organization made consultations with its workers on how best they could be motivated at their work. The main view was that they should be allowed to take leave in two-hour blocks and be availed with coffee cups which have lids, in order for them to have their coffee while working at their desks minus cutting into their breaks. These suggestions are uncomplicated but are not likely emerge from of board meetings from the top leadership. Hosein et al. (2013) opines that, stakeholder empowerment is vital in that it supports internal justification for decision-making for solution finding.

However, excessive involvement can also be harmful to the organization when the demands placed are unrealistic. Saiyadain (2017), citing research conducted by Sinha in 1990 in a public sector fertilizer organization situated in a scientifically underdeveloped rural community, aimed at generating employment and industrialized programs. The organization succumbed to issues such as overwork, excessive hiring, transitioning from mechanized operations to manual operations, and indiscipline due to pressure from the community and the government. This supports the notion that politics is inherent in almost all organizations, influencing individual behavior (Buchanan & Badham, 2020). As long as power is wielded in an organization, either by an individual or groups with disproportionate influence over others (Omosire & Nweke, 2014), politics is inevitably present. For instance, a fertilizer organization, yielding to community and government pressures, incurred substantial financial losses, amounting to over 65% of the investment.

Chawuke (2018) research about stakeholder networks in the public policy development and knowledge management are handled in public sector in various countries in the developed countries like the European Union, USA and Australia. It was found that in order to have a successful public policy, the different stakeholders have to be well coordinated and communicated to transparently, clearly and honestly. Accordingly, through information exchange, policies reflected shared values of society. The study advocated for more effective stakeholder and government networks to craft better public policies and provision of cost-effective paths to knowledge and expertise, thereby enhancing greater public accountability in government.

Parasuraman and Rathakrishnan (2013), examined the nature of employee participation in the Malaysian private sector and findings showed that there was limited workers participation in many

of Malaysian organizations whereby most of the workers involvement was an imposition by the management with no consultation with workers or their unions. This research was carried out in a private company moreover in Malaysia in Asia, they also focused on only one stakeholder the workers. These findings may not apply to the Ugandan public sector situation and hence the current study since it is more interested in the organization politics manifested by the multiple stakeholders' actions and inactions.

Adewale and Munano (2015), analyzed the link between stakeholder involvement in strategic planning and productivity of the organization with Venda University in South Africa as a case study using the theoretical conscripts of implementation and formulation of strategy. The investigation established that stakeholder participation in the method of strategic planning was an obligation not just a necessity. It was recommended from the study that a strategic plan be successfully implemented once there is support of all stakeholders' right from the initial planning stage or process.

Effective stakeholder engagement, including involving students in decision-making processes and co-creating educational experiences, positively influenced student engagement, retention, and academic achievement. Engaging stakeholders, especially students, can enhance institutional productivity by fostering a supportive learning environment and promoting student success. (Chris, et al., 2019). However, the study focused on only the stakeholder's engagement and student's wellbeing in United Kingdom thus this study will focus on exploring the gaps in relation to stakeholder's engagement and institutional productivity inn public universities in Uganda.

A study by Ugwu et al. (2019) investigated the effect of stakeholder involvement on institutional productivity in universities in Nigeria. The findings indicated that greater stakeholder involvement was positively associated with improved performance outcomes, including academic excellence and research productivity. Effective stakeholder engagement can enhance institutional productivity by aligning goals and fostering collaboration. The findings further revealed that, involving key stakeholders in various initiatives enhances the level of their satisfaction with the organization and increases the extent of commitment by stakeholders to the organization although the study doesn't show how this affects institutional productivity.

Stakeholder involvement can also influence faculty job satisfaction, which, in turn, impacts productivity. A study examined the correlation between internal and external stakeholder participation in higher institutions revealed that higher levels of stakeholder involvement were positively associated with increased job satisfaction among faculty members. Satisfied faculty members are usually productive, contribute to institutional goals, and engage in positive student interactions (Stephen, 2018).

Collaborative governance approaches that involve stakeholders in decision-making processes have been explored in public universities. Research examining the impact of collaborative governance on stakeholder satisfaction and institutional performance found that collaborative governance practices positively influenced stakeholder satisfaction and, subsequently, enhanced institutional performance. Engaging stakeholders in governance processes can lead to improved productivity and overall success (Roya, Gabriela, & Mauro, 2021).

Stakeholder engagement, particularly involving students, can have a direct impact on student outcomes and institutional productivity (Alonso-Tapia et al., 2023). The research analyzed the

linkage between academic performance output in universities and engagement students. The study revealed that increased student engagement, including involvement in decision-making processes, was associated with improved academic performance and institutional productivity. Engaging students as stakeholders can contribute to a more supportive learning environment and positively impact productivity. However, the research focused on the students' academic performance in line with emotions, cognition and behavior.

In their investigation, Kasaya and Munjuri (2018), on the effect of worker participation on productivity in the medical field in Kenya. The study revealed that involving workers promotes democracy, harnesses their power, and focuses the manpower towards the attainment of organizations goals therefore deducing that involvement of employees is a vital factor in the productivity of any organization. This study brings out the impact of stakeholder participation on the organization, however the investigation, was carried out in the medical field, and the scenarios may not apply to the university situations hence the need for the current study. Kasaya and Munjuri also only focused on one stakeholder, the employees while the current research focus on different stakeholders.

Okoth (2016), investigated the influence of stakeholder involvement on organizational performance, strategy formulation, and implementation tea warehousing companies in the Mombasa. Primary data gathered showed a positive connection between stakeholder involvement and the companies' output. It was found that the results were positive even when the participants were moderately involved in the formulation and implementation of the company strategy. This research however was carried out in a private company or rather factory whose environment is different from academic institutions like universities hence the need for the current study.

Chepkoech and Waiganjo (2015) investigated the influence of other actors on implementation of strategic change in the National Bank of Kenya. A descriptive research design was used, and 120 managers from Nairobi Central Business District (CBD) National Bank Kenya (NBK) branches were chosen as respondents. Employees are promoted to various levels of the bank's management. Data was collected using a questionnaire. The study found that other actors have a vital function in the application of transformation strategy. Much as their research was similar to the current research they differed in as far as the study scope and content were concerned

Ochunga and Awiti (2017) examined the effect of stakeholder input on sustainability of development programs in organizations run by Plan international mainly targeting the forms of stakeholder participation (passive, collaborative, functional and optimum). The findings showed that once stakeholders communicate with each other regularly which stakeholders are actively involved in planning or controlling the ventures or making key decisions. Further it was shown that when the stakeholders are involved in organizations' decision making and formation of committees it enhances the effectiveness and levels of participation. The conclusion of the study was that once stakeholders don't get satisfactory training, the sustainability of the projects is affected. The research was limited in terms of the knowledge areas by only looking at one county- Turkana leaving out the six Counties in arid lands which limits the generalizability of the study outcomes due to the fact that the other counties in the study have by differing environments.

In Uganda an analysis of stakeholder involvement and performance of public institutions was carried out in the public sector specifically in the National Medical Stores by Atwijukire (2015). It was revealed that a positive significant relationship existed between stakeholder involvement in monitoring and the productivity of public institutions. The productivity of public institutions was

shown to positively influence stakeholder monitoring. It was recommended that the government should partner with their stakeholders to ensure monitoring and evaluation for government programs for improved output.

Klemencic (2020) argues that organizational representation is rooted in the principles of participatory democracy. In the case of universities, participatory democracy is exemplified by shared governance structures that allow key stakeholders, including students, to participate in decision-making processes. While European higher education institutions are particularly known for strongly upholding the principles of shared governance, similar practices are observed in public higher education institutions worldwide, including countries like Nigeria, Kenya, and Uganda, where students and staff members are part of governing councils and senates (Klemenčič, 2020). In the broader context of national or supranational public policy processes, staff members and students convey their interests to public authorities through representatives, associations, and unions. Stakeholder participation is primarily justified by resource dependency, where political resources are dispersed among various public and private entities, compelling government or university leaders to include these actors in decision-making to ensure effective policy formulation, legitimize adopted policies, and uphold accountability.

According to Alapo (2018), every stakeholder associated with the organization wields power and has the capacity to exert it, irrespective of their affiliation, sexual orientation, age, or position within the agency. Stakeholders who play pivotal roles in organizational productivity are empowered when leadership grants them authority (Ibua, 2014). Through empowerment, individuals involved gain the authority to take initiative and fulfill their respective roles within the institution. This fosters a sense of ownership and accountability towards the organization. As all stakeholders hold a degree of power, it becomes crucial to apply political skills to prevent the misuse or destructive use of that

power (Alapo, 2018). The level of empowerment for stakeholders is reflected in their ability to pursue corporate goals. In such organizational settings, both internal and external stakeholders are dedicated, feeling an integral part of it and knowing they have made a contribution to the institutions wellbeing and that efforts are aligned the organizations' mission (Patterson et al., 2018; Ibua 2014).

Over time, stakeholders gain a deeper understanding of the organization's processes, acquiring knowledge and internalizing justifications for their actions. This naturally motivates them to support the institution. Empowered stakeholders are inclined to value the organization's principles and understand their roles well. The management's openness and willingness to involve stakeholders directly correlate with the extent of authority granted to key stakeholders in decision-making within their areas of influence. Organizations initiate the empowerment of stakeholders by transitioning towards more transparent and participative forms of management. (Matthews & Dollinger, 2023). Ibua (2014) asserts that the level of authority at the disposal of organizational stakeholders is directly linked to the organizations' productivity.

Sometimes institutional managers may have fears that once stakeholders participate in the process of decision making and management of the organization, it may lead to reduced productivity. Much as organizations are problem-solving bodies, they are also political structures (Bicer. 2020) implying that they function by allocating authority and lay a foundation for the exercise of power. Politicians will always take advantage of any challenge in organisations for their political mileage. That is why employees who are passionate about acquiring and using power find organizations very conducive environments to work in**.** Some managers tend to shy away from acknowledging the place of power and politics both in stakeholder management and in business relationships assuming that power and politics are dirty.

Analyzing power dynamics and political behavior within organizations holds significant importance, despite the discomfort and negative connotations associated with these subjects. Although instances of unfair and harmful exercise of power have occurred, it is more constructive for both managers and employees to confront these issues rather than ignore the presence of power disparities or political behavior. Understanding the sources of power within an institution and discerning between effective and ineffective applications of power is essential in this regard (Smith, 2020). Power, as defined by Alapo (2018) and Omisore & Nwaneka (2014), is the ability to affect the actions of others and is applicable to individuals, groups, teams, sectors, institutions, and nations. For example, a team might be recognized as powerful if they can impact the actions of others or sectors in areas such as space assignments, resource allocations, goal-setting, hiring decisions, and various other organizational outcomes. When entering an organization, individuals typically acknowledge the legitimate authority system in place, recognizing the supervisor's right to provide direction and establish policies as long as such directives are reasonable. It's important to note that authority is limited in scope compared to power, and individuals and groups within an organization can affect the actions of others for various reasons, beyond simply exercising their authority (Suzi & Roziana, 2019).

Issues related to power typically revolve around the interpersonal connections between institutional management and its stakeholders. The sources of power include reward, coercive, legitimate, expert, and referent power. Reward power involves the ability to guide others' actions by offering desirable rewards. Coercive power is exercised by manipulating the actions of others through penalties for undesirable behavior. Legitimate power is wielded by leaders who influence subordinates based on their position. Expert power comes into play when individuals influence the actions of others due to

their recognized proficiency, talents, or expertise. Referent power is the capacity to influence the actions of others through being respected, admired, or liked (Alapo, 2018; Omisore & Nweke, 2014).

While much attention is given to the power dynamic between leaders and followers (management and stakeholders), another significant perspective emphasizes the influence of situational factors. These factors include organizational design, departmental structure, opportunities to exert influence, access to influential individuals and essential resources, and the nature of one's position, all of which contribute to the determined power within an organization. For instance, the visibility of a particular position or job to upper management affects the power associated with it, highlighting structural sources of power (Patterson et al., 2018). Other stakeholders also wield power, primarily demonstrated by their choice to accurately or inaccurately represent the organization and engage in industrial actions. Subordinates, utilizing their power and authority, can opt to affirm and support their supervisor or withdraw affirmation and support, leading to negative outcomes. Therefore, organizational involvement necessitates a deliberate application of political skills and the cultivation of cultures that encourage the proper use of power to leverage all available resources, ultimately enhancing organizational productivity.

In their investigation of capability development, Macleod & Brady, (2008), state that there is continuous investment in the strengthening the capacity of the institutions' stakeholders so as to contribute to its productivity in order to maintain cutthroat status in meeting the needs of the business. The government's role is key in enhancing capacity development in institutions, by approving budget for capacity development, setting the budget ceiling and also determining which courses are preferred for funding. Governments direct resource allocation to areas that meet their goals for example in Uganda upon the discovery of the oil and gas resource training courses in line with oil and gas were preferred for government funding (Jensen, 2021). Government also determines

whether training is done in country or outside the country so much as the states mission may be achieved in such action, this may not be leaked with the university mission hence conflicts.

Teamwork is a powerful trait of public involvement that enhances output of an institution. Promoting team spirit, participation and collaboration, enhances institutional productivity because it increases the development of group collaboration and coordination of the various organizational resources. The ability of the university management to work with all stakeholders requires great political skills and connections. Institutions led by politically skilled leaders usually perform better as compared to those led by politically naïve leaders (Olurenke, 2016).

The value of team orientation places significant importance on collaboration, where stakeholders hold each other accountable. The institution relies on collective efforts of its stakeholders to reach its predetermined goals. It is essential to highlight that teamwork serves as the catalyst enabling institutions to achieve exceptional results. Globally, combined action is universally acknowledged as a constructive force for the effectiveness and success of teamwork in any organization. In the absence of teamwork, projects take longer to complete, families' face challenges, governments may falter, and businesses might close. Importantly, teamwork serves as a source of inspiration for stakeholders (Boakye, 2015). Teamwork also helps in in cases of disagreement between stakeholders and in conflict resolution.

Another approach to fostering teamwork is to embed participation as a fundamental practice within the organization and to recognize and reward stakeholders. The government, for example, plays a significant role in acknowledging stakeholders through actions such as providing scholarships to students and ensuring timely payment of employees' salaries. In public universities, there is an effort to maintain salary parity with regional counterparts (Kasozi, 2016). The existing gap in the literature

revolves around the examination of whether teamwork is esteemed in public universities. Additionally, it explores whether various stakeholders appreciate collective effort, share a sense of responsibility for common goals, and how these factors affect institutional productivity.

The origin of stakeholder engagement traces back to the shift from 'government' to 'governance,' a hallmark of public sector reforms in the 1990s and 2000s in a number of nations. Various strands of governance literature emphasize three key contributions: legitimacy, effectiveness, and the appropriateness of policies. The prevailing justification for promoting stakeholder engagement is grounded in the belief that stakeholders hold distinctive knowledge within their respective sectors (Jones et al., 2018). Engaging university employees brings awareness of business setting, and this leads to improved job performance and hence institutional productivity. Engaging employees in the decision-making or governance of the university is a tool that leads to increased organizational efficiency, effectiveness and productivity (Tchapchet, Iwu and Allen-Ile, 2014).

In their study Beerkens and Udam (2017), urge that communication between different stakeholders usually reduces these differences. Stakeholder engagement helps in enhancing the level of mutual understanding, through effective communicative methods. Universities have a responsibility of engaging with all its stakeholders as a strategy for inclusion, consent, control to enhance fairness and ensure stakeholder management (Mwesigwa et al., 2019). By engaging various actors the institutions' accountability and responsibility to its stakeholders is attained through the involvement of the various actors in decision making and governance. When stakeholders are effectively engaged it leads to innovative solutions in meeting their demands and concerns, it enhances accountability, ownership, and transparency (Brown & Hicks, 2013). Stakeholder engagement entails effectively eliciting the opinions of stakeholders about their association with the institution.

Much as government is not directly involved in the management of universities, it still continues to play a big role in funding, sponsoring students in universities, designing, supervision, monitoring and engaging other stakeholders for the good of the university and managing conflicts between the university and other stakeholders. Governments have played a role in promoting university education. In 1872, for example the U.S. issued a grant known as the Morrill Land Grant Act, giving land for the establishment of colleges which later became leading US universities. Further in 1944 the US government enacted the G. I. Bill which encouraged all U.S. soldiers to return to school after World War II and this led to mass enrollments at universities (Avici et al., 2015). Governments regulates higher education through policy guideline and regulations and federal mandated laws in the US while African, most countries have university regulating bodies as seen in Appendix XV.

The National Council for Higher Education (NCHE) holds a pivotal role as a significant stakeholder overseeing the operations of tertiary institutions in Uganda, ensuring their compliance with legal standards. Universities adopt specific rules, policies, and practices tailored to their unique strategies (Bakshi et al., 2014). For an organization to be effective, its policies should align with other foundational elements such as purpose, vision, and goals. Once the requisite laws and regulations are instituted, organizations shape actions of stakeholders in accordance with the institution's mission. Policies, regulations, or practices are instituted by institutions to support or encourage stakeholders to align their actions with the strategy of the institution (Ebeguki et al., 2022).

University students are key stakeholders, who have rights and privileges and universities engage them mainly through student guild councils and other student associations. In Uganda, its mandatory for students to be represented on the universities governing bodies and they are consulted and involved in decision-making. The community which includes the parents, the neighboring community, and the political leaders are part of the stakeholders in the university. In some countries

like the US, the parents have associations that help them to advocate for their children like the college parents of America (Avici et al., 2015; Buijs & Langguth, 2017).

The university governing councils are key stakeholders and are involved through recruitment of top management staff of the university, they are responsible for ensuring financial stability of the institution. Coalition building embraces coalescing of stakeholders around specific organizational issues. It facilitates agreement on contradictory issues emerging or contemplated in an organization. It involves a process in which different parties seek to find a solution to their differences that are mutually acceptable (Buijs and Langguth, 2017). This aligns with the principles of negotiation and dialogue emphasized in the context of good governance (Keping 2017). For effective functioning of an institution, there must be a concerted effort to build consensus on crucial matters. Rules and regulations of any institution are drawn from the national constitution and the related acts. Every State has a national constitution and all citizens are supposed to abide by it. This implies that all institutions derive their rules and regulations from the national constitution. Any divergence from the same would jeopardize the institutions rules because the state constitution takes precedence over any other laws. All institutions including government funded universities in Uganda are bound by the constitution, other guiding legislation are; the Education Act, the Universities and Other Tertiary Institutions Act, 2001, ICT Act and other related laws (Budget Monitoring and Accountability Unit (BMAU), 2018). This shows that the rules and regulations of public universities are influenced by the State. The rules have a way of influencing the actions and inactions of the stakeholders.

This agrees with the theory of bureaucracy which makes it very significant in the administration of public entities where there are defined rules and regulations for effective decision making. Rules and policies are also effective in ensuring agreement among the organizations' stakeholders. Having a shared goal within an organization enables stakeholders to collaborate in pursuit of common

objectives. The significance of institutional rules in fostering harmony during conflicts cannot be overlooked. However, effective implementation necessitates adept political skills to ensure that these values are embraced and shared by all stakeholders. Consensus-building, also referred to as alternative dispute resolution (ADR), encompasses various methods where stakeholders jointly find agreeable conflicts resolutions. Democratic states usually value nonviolent and peaceful ways of conflict resolution. There is more attention to negotiation, mediation and arbitration when faced with conflict. Democracy plays a key role in dispute resolution. The core democratic values identified above provide criteria for assessing. Public officials, commonly known as bureaucrats, are required to adhere to democratic principles while carrying out their duties (Pandya & Kadi, 2017).

The literature review indicates a substantial amount of research has been conducted concerning stakeholder involvement and institutional productivity. (Adewale & Munano, 2015; Alapo, 2018; Atwijukire, 2015; Avici et al., 2015; Brown and Hicks, 2013; Chepkoech and Waiganjo, 2015; Iwu & Allen-Ile, 2014; Kasaya & Munjuri, 2018; Klemencic2020; Ochunga & Awiti, 2017; Omisore & Nweke, 2014; Yang et al, 2018; Okoth, 2016; Tchapchet, Parasuraman, & Rathakrishnan, 2013); however, most of the studies did not focus specifically on the influence of stakeholder engagement and institutional productivity in government funded institutions in Uganda.

2.4.3. Stakeholder conflict management strategies and Institutional Productivity

Public universities are beneficiaries of public resources and so are under obligation to account to the government and other stakeholders on how these resources are utilized. The government holds public funds in trust for a number of stakeholders. Stakeholders are interested persons, actors, organizations, agencies, clubs, groups who stand to lose or benefit from the institution's actions or inactions. University stakeholders are those potentially positioned to gain from the outcomes of the

university's activities (Majekodunmi, 2020). Public university key stakeholders include, the governing council, employees, students (clients), suppliers, contractors, workers unions, government and its agencies, competitors, communities, donors, and financial institutions. At times these stakeholders may demand to be involved in the institution's activities. According to (Darškuvienė and Bendoraitienė, 2014), the different stakeholders have various interests and expectations of the institution, therefore it's important that the different stakeholders and their interests are identified, analyzed and managed for the institution reduce on negative conflicts and achieve its set mission and goals.

Stakeholder management encompasses planning, monitoring, and offering feedback within institutions (Atwijukire, 2015). It is characterized as the proficient handling of stakeholder relationships, and its effectiveness is linked to institutional productivity in terms of enhanced value and financial performance and how internal and external organizational conflicts are resolved. The question for this research is whether the university has any strategies in place to manage key stakeholders and what effect that has on the institutions' productivity (David & Nakiyaga, 2021).

Various scholars have documented about the role of stakeholders in the private sector; however, little has been written in relation to the public sector particularly universities and the resultant politics. Stakeholders are key sources of information that help in the improvement and development of the Higher Education Institutions (Labanauskis, 2017). Stakeholders are vital in the governance of an institution depending on their level of influence which is determined by the legality of their relationship with the university, the power to influence the university for example the parents and students may hold a lot of power over universities and can negotiate less fees increments; the urgency of the stakeholders claim to the institution for example, the need to respond to a garbage management

problem in the neighborhood. Stakeholders contribute to the institution as information sharers, as advocates, donors, partners and change agents, provide support and resources for institutional success.

The state plays a vital role in legal regulation, financing of universities, offering scholarships to students. According to Labanauskis (2017), support for students in the United States comes in the form of student grants, interest compensation for loans, and the creation of job opportunities for graduates and students. In Nigeria, numerous universities were founded in 1975 in cities such as Jos, Maiduguri, Sokoto, Kano, Ilorin, Calabar, and Port Harcourt. This establishment was a response to the creation of new states during the onset of the oil boom, organized according to geopolitical zones. It was a reaction to the demand from Nigerians for more higher learning institutions in the newly formed states. These institutions were labeled as second-generation universities (Okoro et al., 2017).

Stakeholder management is very critical because it assists in legitimizing the actions and decisions of institutions and lowers the level of conflict scenarios in organizations. Today a decision may be legitimized once there has been participation of all stakeholders in the process. Stakeholders can impact on an institution' activities positively or negatively. They can support, contribute, promote, oppose, hinder or delay the implementation of a particular project for whatever reasons including reasons such as noninvolvement, or anticipated diverse effects to community among others. In order for an institution to survive and achieve its set goals, the management of the different stakeholders is very vital as it enhances the conflict management strategies (Nwanmereni, 2020).

Stakeholder management seeks to support crucial participants within an organization by aiding them in recognizing, comprehending, and influencing the effects of external factors. Additionally, it plays a role in fostering harmony among diverse organizational stakeholders. Given the significance of

managing the impacts of various actors, contextual frameworks have been developed and applied across various fields, including the management of environmental conflicts, e-business, software development, and project management. This approach serves to minimize conflicts and situations of discord. Furthermore, it's important to note that stakeholders, with distinct expectations, may not only have varying anticipations from the institution they are invested in but might also pursue conflicting goals. It is therefore vital for the various ideas, opinions and views of the main stakeholders in organizations to be acknowledged, evaluated and assessed for any strengths and weakness, and any likely threats and opportunities (Kerzner 2017).

Chan et al. (2021) asserted that given the distinctive attributes of universities, it is essential to establish an updated model for stakeholder management. This model should incorporate an overarching strategy involving the comprehensive monitoring of all significant stakeholder groups. In addition, specific strategies, such as engagement, meticulous monitoring, collaboration, peer influence, or defense, should be employed based on the particular types of stakeholders in question. Conflict management strategy (CMS) is the method which involves leaving out the undesirable aspects of conflicts while focusing on the positive aspects of the conflict applying methods of conflict management between the different stakeholders with the main aim of conflict management being improved performance and effectiveness of organization.

Conversely, Bampoh-Addo (2016) in their study of conflict management in universities in Ghana concluded that promotional policies and processes are vital elements in management of conflicts. Furthermore, in Nigerian Higher Education Institutions (HEI), leadership utilizes approaches such as compromise, confrontation, mediation, consensus, collective agreement, and integration. However, Bua et al. (2015) highlighted in their research that mediation should be pivotal in conflict management and resolution. Both these studies only focused on conflicts leaving out other vital

aspects like stakeholder involvement and their resultant effect on institutional productivity and hence the need for the current research.

In managing stakeholder relations, conflicts occur as an inevitability. Conflicts are viewed as the quest of mismatched interests and aims by different parties (Wobodo et al., 2020). Conflicts can also encompass clashes between individuals holding contrasting beliefs or pursuing different objectives (Watson & Stanley, 2016). Management of conflicts is critical because conflicts escalate unless effectively managed, leading to unnecessary delays, low productivity and damage relationships and property in organizations. Different methods have been identified and employed in management of conflicts. Some of which include bringing together conflicting parties with the view of finding a mutual agreement by way of dialogue, mediation, negotiation or compromising, secondly third-party actors like, governments who intervene directly, introduce or impose a decision (Majekodunmi, 2020).

Thirdly, new initiatives or programs like conducting fresh elections can be implemented to address the conflict in question if the different stakeholders are contesting the results of an election for example among the student guild or staff association. Fourthly, groups or individuals in conflict are obligated to employ the existing methods to resolve the conflict. Fifthly, governments usually apply force to create fear among those involved in a conflict, resulting in its resolution. Most universities in Africa have not utilized positive conflict resolution approaches in dealing with students, in Kenya and Uganda the armed forces are usually called to disperse students (Wekullo, Nafukho & Muyia, 2018) which is a more authoritarian approach in conflict management.

The concept of conflict management asserts that not all conflicts can be completely resolved. However, acquiring the skills to manage conflicts can diminish the chances of unproductive

escalation. Furthermore, conflict management involves developing skills related to establishing a framework for conflict management, resolving conflicts, communication skills during conflicts, and self-awareness regarding conflict modes. So, a conflict management procedure can be designed arising from the conflict management process (Mwaniki & Muathe, 2021; Nwanmereni, 2020).

According to Awan and Anjum (2015) in their study of the employees' turnover rate in Oil sector in Pakistan and the associated cost implications stated well managed conflict in organizations enhances proper communication, regular feedback, collective decision making, and conflicts are resolved in a timely manner. They opine that transparent communication and collective decision making increase the flow of ideas and improve work relationships and m morale. All these factors put together positively affect institutional productivity. This study was carried out in the oil sector and in Pakistan which may have different implications in the Ugandan environment and specifically the academia.

M'mbwanga et al. (2021) carried out a study surveying microfinance institution in Kenya to examine the impact of strategies of managing conflict on the productivity of these organizations. They argued that conflicts occur in organizations where there are differing stakeholder objectives and goals. The study identified four conflict management strategies used in in the microfinance company as accommodating, dominating, collaborating, and compromise. They found that the dominating approach involved the use of different kinds of power like force to control and/or dictate resisting groups or persons as a way to exert pressure on them so as to accept their views. The adoption of a collaborative approach was observed to have a positive impact on the organization's productivity. The survey further recommended that managers should desist from applying the accommodating and compromise approaches unless they are the only available options due to the finding that showed that it negatively affects institutional productivity. The dominating method was encouraged for

conflicts management in institutions because it was found to dominating positively impact on microfinance institutions' performance. The survey recommended that similar research be carried out in nonfinancial institutions especially the public sector hence the current research.

Wonah et al. (2020) investigated the impact of conflict management on performance within the public sector in Nigeria and found that conflicts happen where different actors don't trust each other and view each other negatively. The research recommended that organizations should effectively utilize conflict management strategies like mediation and negotiation in order to minimize conflict situations and enhance performance of organizations. They further recommended the organizations leadership should be alert to conflicts ensure effective communication avenues are in place so as to have timely conflict management. The research was carried out in river state civil service whose situation may not apply to public universities which have unique features.

Ogaga (2017) conducted research on how conflicts affect the performance of employees in a Nigerian cement plant, categorizing conflicts into three groups that is, procedural conflict, interpersonal, and task conflicts. Interpersonal are conflicts that arise out of personality, habits and value differences; task conflicts are often most likely to positively affect productivity. Process conflict is controversy to do with task achievement and how to move forward. The study recommended for management to institute efficient and effective conflict management resolution structures for organizational growth and development. Ogaga however focused more on employee performance with little focus on the entire institutional productivity and the moreover they also based in Nigeria in a cement factory, so their findings may not be relied on for the Ugandan situation and so the need for the current research

Awan and Anjum (2015), contend that conflict is escalated in work environments that are negative and usually may result in low productivity at the workplace. When conflicts are not well managed it leads to ineffective communication and poor conduct of workers. One workers' misbehavior can impact the entire workforce morale, leading to low productivity. Conflict can also be seen as annoyance which costs the organizations' time, lost workers, and poor decisions made. In the health practice, conflicts may mean loss of lives and bad health care if not well managed.

Awan and Ibrahim (2015), opined that where there is ineffective communication or poor interpersonal skills, disputes may escalate and to include other groups or individuals, which ultimately impacts on organizational productivity, and this also limits the ability of the employees in developing their communication and conflict management skills to ably handle any disputes, arising. When human resources office is involved in the process it becomes punitive and may lead to disciplinary action, leading to more reduced worker morale and satisfaction.

John-Eke, & Akintokunbo, (2020), in their study in Nigeria looked at conflict management as a tool for enhancing the effectiveness of organization which is largely caused by differences in stakeholder values, goals and interests that contradict and conflict with each other. They recommended that much as stakeholder mission conflicts may pose challenges to the organization, organizations should focus more on proper conflict management that leads to positive outcomes and hence organizational productivity or effectiveness. They further argue that organizations should aim at having constructive conflict management which leads to organizational effectiveness.

It is believed that effective conflict management can yield several positive outcomes for organizations, influencing the learning of organization through the dynamics of politics, shifts in the psychological contract, and power differentials among various stakeholders (Omene, 2021). The

activities undertaken by leaders largely reflect the organizational learning process, which is positively correlated with the productivity of institutions (Danish et al., 2014). Corporate learning is closely associated with an organization's capacity for adaptability, recognized as a crucial element in today's business environment (Nesbit & Lam, 2014; Easterby-Smith & Lyles, 2011). It is a dynamic process involving the development, acquisition, integration, and dissemination of knowledge aimed at enhancing the growth of resources and capabilities, ultimately contributing to improved output (Hartonoa et al., 2017; Edmondson & Moingeon, 2013; Scott, 2011). The "corporate learning" process is characterized by changes in institutional knowledge, an expansion of potential actions, and shifts in subjective constructions of reality (Dienberg & Warode, 2014). A learning organization is one that excels in developing, sharing knowledge, and transforming itself to reveal acquired and forthcoming knowledge. It is easier for members of such organizations to learn and constantly transform (Vasenska 2013).

Omene, (2021), carried out an exploratory analysis on conflict Management approaches as a requirement for effective organizational performance and argued that conflict management strategy is catalyst for organization change and can positively affect the organization in terms of creating workers satisfaction and enhanced performance. They concluded that effective conflict management methods help to improve on decision making and institutional productivity. When conflicts are effectively managed, institutional communication is improved by encouraging timely feedback, time management improves, cooperation among organization stakeholders is boasted and organizational productivity enhanced. Effective conflict management plays lowers negativity hence boasting positivity in organizations.

The literature reviewed in this section highlights the existence of various studies on organization conflict and productivity (Chan, 2021; John-Eke, & Akintokunbo, 2020; Wanah et al., 2020; Ogaga, 2017; Awan and Ibrahim, 2015; Awan and Anjum, 2015; Ntiyakunze, 2011). However, the majority of these studies concentrate on employee performance rather than addressing the broader aspects of overall organizational productivity and mission conflicts, particularly within government aided universities in Uganda, which is the focus of the current study.

2.5. Theoretical Framework

In this research, an examination was conducted on institutional politics with a focus on its correlation with institutional productivity. To this extent the theory of bureaucracy by Max Weber was deemed to be appropriate in explaining the dynamics of relationships among stakeholders within public universities. This is a sociological and political theory that underpins the operations and performance of public institutions.

2.5.1. Theory of Bureaucracy

Bureaucracy is perceived to be as old as man's civilization and has evolved over time. It became grounded in theory by Max Weber in 1947 (Pedro & Paul, 2022). Bureaucracy is believed to be central in implementing the public agenda that is set by the state. It is therefore important in understanding the role of administration and the ensuing politics underpinning resource allocation. Politicians gain power by using the bureaucrats among other ways. Bureaucracy is further perceived to operate efficiently through the rationalization and impersonalization of functions. It therefore defines the outlook of the personal and administrative structure of public and private organizations especially those that operate with a significant hierarchically organized workforce to accomplish specific tasks in accordance with the organization's regulations and systems. The term "bureaucracy"

is usually connected with government sector and her servants, particularly in the context of public universities. Often, it is used pejoratively to imply negative issues such as waste, inefficiency, and excessive formalities. In organizational contexts, bureaucracy is perceived as a method of creating certainty (Moses et al., 2022).

Weber's theory of bureaucratic management comprises two fundamental elements: the organization is structured into a hierarchy, and both the organization and its members are governed through well-defined, rational, and legal rules for decision-making. The bureaucratic principles, as the official system of organizations, are designed to guarantee effectiveness and efficiency. Democracy has the following principles according to Nemitz (2018); managers wield formal authority, hierarchy of positions with well-defined reporting lines. Roles and authority associated with various positions are explicitly outlined, and managers establish a systematic set of rules, standard operating procedures, and norms to effectively regulate behavior within the organization. Appointments and promotions are ideally done without bias, basing on ones on competency not personal biases.

The principles of bureaucracy bear resemblance to the principles of good governance outlined by Keping (2017). These include well-defined, distinct, and balanced roles for various actors in both legal texts and practical implementation. The interests of different stakeholders are expressed during the decision-making process, with leaders exercising power democratically. Formal and informal structures exist to facilitate consultations, dialogue, and negotiations, granting all interest groups the right to participate freely without fear. The controlling mechanisms operate effectively and transparently, and information and communication channels are fluid and efficient.

Bureaucracy theory focuses on the formal structures, processes, and rules within organizations. In the context of organizational politics and institutional productivity, bureaucracy theory provides

insights into how bureaucratic structures and practices can both enable and hinder productivity. Research by Moses et al. (2022) presents the foundational ideas of bureaucracy theory in institutions like public universities which typically exhibit characteristics of classified authority, a clear division of labor, well-defined regulations and systems, within their organizational structure. While bureaucracy can provide stability and consistency, it can also create rigid structures that hinder innovation and responsiveness to change. Organizational politics can emerge as individuals navigate within and around bureaucratic systems, potentially influencing productivity within public universities (Pedro & Paul, 2022).

As per Weber, bureaucracy is characterized by division of labor, managerial hierarchy, formal selection, career orientation, formal systems, control mechanisms, and impersonality. Nonetheless, bureaucracy is faced by a number of challenges. Rules and controls within the organization may at times assume undue importance, deviating from organizational objectives. This can lead to a preoccupation with adhering to systems instead of focusing on the attainment of organizational goals. It should be noted that over adherence to rules may lead to recurrent mistakes, neglecting the dynamic nature of the environment. Thirdly, well as the delegation of authority enhances operational effectiveness, it can inadvertently foster a focus on specific areas rather than the overall objectives. This, in turn, gives rise to conflicts resulting in reduced output. A notable example is often observed in institutions of higher learning, where conflicts emerge among departments regarding the hosting of new courses, leading to unnecessary duplication and resource wastage. Fourthly, although organizational rules and controls are designed to counteract employee apathy, they may inadvertently support it by delineating acceptable behavior, thus establishing a minimum level of performance that employees may merely adhere to without striving to exceed expectations (Sandro & Carlos, 2019).

By considering bureaucracy theory, researchers can analyze the impact of bureaucratic structures, rules, and processes on the manifestation of organizational politics and subsequently on institutional productivity within public universities (Pedro & Paul, 2022). These theoretical perspectives emphasize the need for balancing the benefits of bureaucratic systems with flexibility and responsiveness to optimize productivity outcomes. It emphasizes the importance of streamlining processes, increasing efficiency, and fostering a culture of continuous improvement. By optimizing bureaucratic structures, clarifying roles and responsibilities, and eliminating unnecessary bureaucratic hurdles, public universities can reduce the potential negative impact of organizational politics and enhance productivity (Sandro & Carlos, 2019).
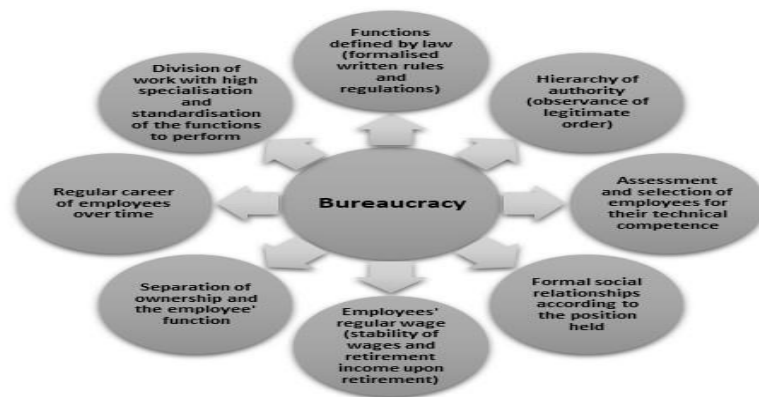
Figure 2.1. Characteristics of bureaucracy.
Source: Serpa & Ferreira (2019).

Rewards allocated to employees, as suggested by political theorists, serve as a form of power. This involves the commitment to improve the employer's productivity through incentives like salary increases, and the power holder has the option of providing or withholding something desirable for the employee (Omisore & Nkweke, 2014). A bureaucratic system is characterized by a focus on standard operating procedures, classified coordination, a preference for formality, and adherence to rules (Wanjiku & Agusioma, 2014). Unfortunately, such a system may impede institutional

productivity, particularly by limiting employee creativity and innovation. Regrettably, bureaucratic tendencies are prevalent in public entities, including public universities. However, bureaucracy is acknowledged for establishing structures and administrative units that contribute to organizational order. The theory of bureaucracy tends to discount the importance of stakeholder influence on the efficiency and efficacy of stakeholder operations in an organization. Although it acknowledges the role of the external environment on organization operations, it assumes that an efficient bureaucracy is able to operate almost independently as a result of its hierarchical structure and professional bureaucrats that occupy the relevant offices (Pedro & Paul, 2022).

The theory of bureaucracy underpins the design of public university bureaucracies since it defines the roles that the respective offices play in a hierarchical communication that ensures stability and sustainability. Whereas this is desirable, it discounts the role of external actors outside the bureaucratic system and who wield considerable influence in the pursuit of institutional productivity in the university system. To this extent, the adoption of the stakeholder theory below comprehensively addresses this missing link.

2.5.2. Stakeholder Theory

Freeman (1984:25) propounds the stakeholder theory, which defines a stakeholder as "any group or individual who may influence or be influenced by the achievement of the company's objectives.". He argues that a public or private organization should include all those who are affected by the organization as well as its workings. He further argues that the organization's stakeholders are "those groups without whose support the organization would cease to exist" (ibid). There are internal and external stakeholders. For public universities, the internal stakeholders include but not limited to employees, students, management, workers' associations, while external ones are prospective

students, suppliers, political action groups, environmental groups, the state and the community. This perspective characterizes the organizational environment as an "ecosystem of interconnected groups," all of which must be attended to and satisfied to maintain the health and prosperity of the organization. Therefore, an organizations success depends on how it incorporates its stakeholders' interests into its operations (Slabá, 2015; Wright, 2023).

Universities can no longer remain closed institutions with growing demand from the stakeholders for accountability and involvement in their governance (Gnan et al., 2013; Kimberly & Bouchiki, 2016; Patria, 2012). The introduction of public university stakeholders (the state through the MOES & NCHE; governing councils, employees, the community and students) inevitably brings out the political angle in organizations because management of the various stakeholders requires political skills. As per Omondi and Kimutai (2018:22), stakeholder theory is comprehended through various lenses. These include the strategic level, which advocates for "taking into account" the interests of non-owner stakeholders as a means of achieving the company's economic goals, devoid of moral implications. The multiple-trustee approach, on a moral level, assigns a fiduciary responsibility to the company's managers toward all stakeholders, whether owners or non-owners. Additionally, the "new synthesis" model distinguishes certain fiduciary responsibilities toward owners and other constrained, non-fiduciary responsibilities toward other stakeholders.

The inclusion of the stakeholder theory in this research is motivated by the recognition that analyzing stakeholder influence improves our comprehension of potential shifts in power dynamics within institutions of higher learning. Stakeholders exert influence and have interests, which are fundamental concepts in political science. The analysis of policy in practice becomes both intriguing and crucial. One approach to achieving this is by evaluating the impact of diverse governance tools

on stakeholder influence in universities and identifying the key actors in this dynamic. Through the stakeholder theory in this research, we may gain more understanding about what goes on in universities' practices and its linkages to national policy.

The stakeholder theory is relevant for this study because it incorporates responsibilities of key stakeholders in the operations of public universities. These include the state, university council, workers' unions, student guild and the community interests. The interactions and relations among these stakeholders introduce intense relationships that amount to cooperation and conflicts in the operations of public universities. The ensuing politics regarding the mandate of the different stakeholders therefore have definite influence on the magnitude of public university institutional productivity. It further provides an opportunity to gauge the democratic or non-democratic credentials of management of public universities especially the nature of public participation by the internal stakeholders in the universities. This will determine the rate of success in realizing the respective public university missions.

The stakeholder theory shall be supported by the political stakeholder theory because by itself, the existing stakeholder theory falls short due to its inability to properly theorize the distinctive and consequential duty of the state. The political stakeholder theory, developed by Tricia (2017), extends the conceptual boundaries of the existing stakeholder literature. The unique attributes of the state cannot be overlooked, as it holds a role distinct from any other stakeholder. The researcher, in drawing from existing research, demonstrates how the state's influence on stakeholder legitimacy can significantly impact the legitimacy of organizations. Tricia (2017) delves into a comprehensive analysis of the interaction between states and markets; political stakeholder theory elucidates that

stakeholder legitimacy is ensured by state policy, and the organization's legitimacy is intricately tied to stakeholder legitimacy.

2.6. The role of the state

Taking into consideration the political stakeholder theory, which highlights the distinctive duty of the state (Tricia, 2017), the research delves into an exploration of the state's role. The state is defined as a group of individuals who are politically organized within a specified territory (Joffe, 2018). The State has four elements that is, the people, a defined territory, a government and sovereignty. Government policies impact on all aspects of the nation including university education (Swenson, 2020). Public universities are established and financially supported by the state, with governments historically employing political considerations in shaping university systems and processes.

The establishment of higher education institutions has witnessed significant politicization, as evidenced in studies by Cloete et al. (2018) and Muriisa (2014). In Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden), there is heavy government investment in higher institutions of learning (HEI) and so different apparatuses have been instituted to ensure the efficiency and productivity of these institutions. In the United States, while there is no centralized management of university education, each states exert influence on university policies through legislative measures, policy formulation, and the appointment of members of the university council.

In most countries in Africa the state influences the way things are done by regulating the higher education as seen by the different regulatory bodies (Kigozi, 2016). In Nigeria, although an agreement was in place for the creation of three universities, there was a change in the British government in 1945, (which was a then colonial master of Nigeria) from conservative to labor party which led to the adoption of a minority report recommending the establishment of only Ibadan

university (Ebeguki et al., 2022; Nyewusira, 2014). The higher education policy is crafted by the state, given that universities are centrally managed by the government's Education Ministry. When government reduced funding to universities it gave room to the private sector who are more profit motivated Ibadan (Ebeguki et al., 2022; Nabaho, 2018, Nyewusira, 2014). The level of funding significantly affects institutional productivity.

The state influences the missions and objectives of public universities by enacting legislation and appointing council members. In certain nations like Kenya, the president serves as the chancellor of all public universities and has the authority to appoint and remove vice-chancellors and council members. In Uganda, as outlined in the Universities and Other Tertiary Institutions Act 2001, section 26, the President assumes the role of the visitor to each public university, overseeing its affairs. State control over public universities is further exercised through higher education regulators, such as the National Council for Higher Education (NCHE) in Uganda and the Commission for University Education (CUE) in Kenya, as detailed in Appendix XV. These regulators play a direct and indirect role in university affairs, including the appointment of vice-chancellors. In Uganda, the head of the NCHE is appointed by the head of state, and, consequently, must consider the interests of the appointing authority (Universities and Other Tertiary Institutions Act 2001, section 7(2); Ayebare et al., 2017). The NCHE also ensures that universities fulfill their mandates in alignment with their missions, visions, and goals. Notably, the Minister for Education in Uganda is the country's First Lady, succeeding the former Minister, who was a Major in the army (Nabaho, 2018), highlighting the governments control the education sector in Uganda its culture inclusive.

2.6.1. Democratic values and institutional productivity

Democracy is a practice associated with the unique relationship between society and the state. Most public enterprises have control and responsibility of actions of the public servants and this is done

through the procedures in place that is to say the legal, administrative and the political means which all point to democratic principles. Democracy refers to the rule by the people or the will of the majority (Kamarianos et al., 2018). In democracy competition and participation are the norm, the aspect of fundamental rights and freedoms are also highly valued in liberal democracy. It has been argued that, a more effective form of decision making can be secured through democracy. Accountability which refers to the act of giving account or explaining ones' actions or decisions to another authority and being ready for the resultant consequences. is an essential aspect of participation, a value of democracy. In public organizations like public universities accountability is the means of ensuring that the right things are done, to correct any mismanagement, to bring about responsiveness, and efficiency in the provision of public services. Legally it is an instrument for ensuring leaders are operating within the established laws and regulations and any excesses and inactions are checked. It helps to ensure that the existing laws, natural justice principles and fairness are adhered to (Sandro & Carlos, 2019).

Accountability helps in maintaining political values like parliamentary and representative legislation, loyalty to the party, solidarity, political objectives, public opinion and valuing the constitution by observing the principles of separation of powers which helps to ensure that the leaders don't abuse their authority and they are able to delegate and hence effectively supervise since they remain accountable. It is clear that accountability is embedded in all democratic values like fairness, participation, equality, responsiveness, plurality and rule of law. Universities are established under the Universities and other Tertiary Institutions Act 2001, the constitution and other related laws and regulations and are therefore bound by them. This means that in Uganda universities account to different bodies, authorities and institutions depending on the nature of accountability. Political consequences of mis actions or inactions of public servants like university employees may

include budget cuts, ordering for freezing of accounts, facing the parliamentary committees to answer queries and audits to mention but a few. Such actions may lead to judicial proceedings against the concerned officer (Nabaho, 2018).

In legal accountability public servants are supposed to follow the legal framework, as established by the legislature (politicians) or the set court precedents while carrying out their day-to-day responsibilities. In a university setting any decisions and actions done in relation to recruitment, procurement of goods and services, establishment of committees and boards, teaching and learning, admission of students and suspension or expulsion of students should all be done in accordance to the law otherwise they may be a subject of judicial review thus rendering such actions null and void if any aggrieved or concerned parties complain. Political accountability is done by politicians like ministers and elected officials. Much as public officials are not politically accountable, they make decisions and actions on behalf of the politicians. Some scholars argue that civil servants are not constitutionally answerable to parliament (Kamarianos., 2018) however, the truth is that public officials are not that neutral.

In Uganda civil servants are required to account to parliament. Politicians are seen as policy makers while civil servants or bureaucrats are policy implementers. The truth of the matter though is that all policies are made by and in consultation with the technical persons who are knowledgeable, skilled and appointed public officials. Nabaho, (2018), assert that public officials, have a key influence in policy making by unofficially initiating the process, advising politicians, drafting legal texts for presentation and taking minutes. Politicians only come in to give political oversight and to rubber stamp the policy documents to give a semblancy that due process has been done. The politicians usually don't have the time and expertise to scrutinize documents and the entire process. They are

least prepared to take up some offices like in Uganda Jim Muhwezi was appointed minister for health yet he didn't have any background in medical training. Politicians are simply controlled by bureaucratic techniques like initial biased briefings about their ministries at the time they are to take over and controlled information they receive from the technocrats (Mair et al., 2019; Soomro et al., 2019).

2.7. Gaps identified in existing literature

The existing literature lacks comprehensive analysis regarding the interplay between internal and external institutional politics and institutional productivity, particularly in the context of public universities. Ahmed et al. (2020) conducted research on the impact of institutional politics on the productivity of university teachers in Pakistan. Somoye (2016) researched about politics and productivity and the effects of political regulatory organizations on collective productivity in many countries from 1975 to 1990. This was at a global scale and they didn't look at the organizational political aspects at specific institutional level and public universities in particular so their research may not be relied on to bring out the desired results of this research.

With regard to the first specific objective, research focuses mainly on the attributes of institutional productivity with a focus on private firms' performance in manufacturing and financial management sectors. The linkage to stakeholder relationships that generate conflictual dynamics of politics in organizational mission among them conspicuously misses from the literature. To note are the elements of influence of stakeholder missions on institutional productivity.

In regard to specific objective two, the literature on stakeholder involvement is also vast and especially in relation to public participation. Similarly, its linkage to organizational politics with a focus on institutional productivity is lacking. In particular, in literature there lacks highlights on

conflict scenarios, coalition-building or alliances among the stakeholders that impact on institutional productivity.

With regard to specific objective three, focuses on evaluation of conflict stakeholder management strategies and their effect on institutional productivity. Most of the studies done on conflict stakeholder management in tertiary institutions (Avci et al., 2015; Rosenmayer, 2014; Slabá 2015) but without reference to institutional productivity and besides mainly researched on the developed world, whose, specific scenarios maybe different from the African and particularly Ugandan situation. Hence, this study aims to bridge the existing gap by offering contemporary empirical data on conflict management strategies and their impact on institutional productivity in public universities in Uganda.

2.8. Conceptual Framework

To advance and elucidate the methodology for probing the research problem, a conceptual framework acts as the instrument designed to support the investigation in achieving this objective. It visually assists in comprehending the interrelations among the variables in the research and facilitates discussions concerning their relationships (Magolo, 2017; Mazaki 2017). The conceptual model is a structure employed by the research to elucidate the concepts, ultimately leading to the objectives of the study. The conceptual framework depicted below has influenced the direction of this study.

Organizational Politics (IV)   **Institutional Productivity (DV)**

Stakeholder missions' conflicts
- Differing missions, interests & goals
- Other causes of conflicts
- Differing liaisons' values & expectations
- Different forms of conflicts

Stakeholder Involvement
- Coalition building, Collective action
- Empowerment, Representation
- Capability Development. Voting

Conflict Management Strategies
- Accommodation, confrontation
- Collaboration,
- Compromise
- Competition
- Avoidance

- Teaching and learning
- Research & publications
- Community outreach

Moderating Variable
- The state.

Figure 2.2 Source: Researcher 2018

The conceptual framework delineates the link between variables that are dependent and those that are independent. It describes the influence of organizational politics being the independent variable on institutional productivity which is the dependent variable in selected public universities in Uganda. Organizational politics in this study is measured by stakeholder missions, stakeholder involvement and stakeholder management strategies, while institutional productivity is measured by community outreaches carried out, research and publications and teaching and learning. In addition to organizational politics, which acts as independent variable, there are external factors that can exert both positive and negative influences on institutional productivity. These factors encompass political will, the political environment, and government policies, all of which significantly contribute to the

overall productivity of institutions. When the political environment is fragile and unstable, productivity is affected negatively.

The literature review highlighted the significance of mission conflicts, stakeholder involvement, and conflict management strategies in the realm of organizational politics and institutional productivity. The reviewed literature provided substantial evidence supporting the research hypothesis;

1) Ho1. Stakeholder mission conflicts has no relationship with institutional productivity in selected public universities in Uganda?

2) Ho2. Stakeholder involvement has no relationship with institutional productivity in selected in public Universities in Uganda?

3) Ho3. Conflict management strategies have no relationship with institutional productivity in selected public Universities in Uganda?

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a comprehensive overview of the study's methodology, encompassing the study design, geographical scope, population, sample size, data collection methods and tools employed, as well as the approach to data analysis. Additionally, it addresses ethical considerations in the research process.

3.1 Study Area

The study was done in four selected public universities in Uganda (Busitema, Gulu Kyambogo and Mbarara). The universities are distributed in four regions of the country (see Appendix XVI). Out of the eleven government aided universities in Uganda, this research purposefully chose four for its study, preference being given to the four regions whereby one university was selected from each region, Busitema University was established in 2007 and is, located in Busia District in Eastern region and specializes in the teaching and research in science disciplines. Mbarara University of Science & Technology (MUST), founded in 1989 and situated in Mbarara District in the Western region, is one of the selected universities. Kyambogo University, located south of Kampala, was established in 2003 with a focus on enhancing vocational hands-on training to nurture job creators. Gulu University, established in 2012 in Gulu District in the Northern region, places emphasis on the teaching of sciences. Important to note is that apart from Makerere University, all the other universities in Uganda were established during the National Resistance Movement regime which came into power in 1986.

3. 2. Research Design.

This study utilized a descriptive cross-sectional survey research design incorporating both quantitative and qualitative research methods to address its objectives and questions. The quantitative approach involved the generation of statistical data, while the qualitative approach concentrated on non-arithmetic data. Described by Fiona (2022) as the systematic description of distinct characteristics at a specific point in time, this design was selected for its suitability in detailing the impact of organizational politics on institutional productivity.

The cross-sectional survey expedited the selection of a diverse group of respondents within a short timeframe, eliminating the need for extensive follow-ups and allowing for a comprehensive understanding of the research topic. The combination of quantitative and qualitative methods, as recommended by Babbie (2021), bolstered the research's reliability and validity through methodological triangulation.

Qualitative research primarily collected verbal data, providing a detailed narrative of the research topic. Conversely, quantitative research focused on counting and categorizing features, constructing numerical models and figures to explain observations. The integration of both methods, known as mixed methods, aimed to offer a broader analysis of the research problem. This approach, utilizing parallel procedures, enabled the simultaneous collection of both types of data, facilitating their integration during interpretation for a more comprehensive understanding of the research findings.

3.3 Sample size

The focus of this study was the eleven public universities in Uganda, as outlined in the National Council for Higher Education (NCHE) 2017 list provided in Appendix XIII. Purposively selecting four universities from the East, West, South, and North regions of the country constituted the target population for the research. Using purposive sampling procedures, Gulu was selected from the Northern part of the country, Busitema from the East, Mbarara from the West, Kyambogo University, located in the South, was chosen for its significant political history, stemming from the amalgamation of three institutions: the "Institute of Teacher Education, Kyambogo" (ITEK), "Uganda Polytechnic Kyambogo" (UPK), and the "Uganda National Institute of Special Education" (UNISE).

The sample size for the research included, the top university administrators who are; the Vice Chancellor, and Academic Registrar, teaching staff, Guild presidents, Community leaders, and trade union chairpersons according to the National Council for Higher Education (NCHE, 2018) data and the university councils. The total target population for the research were 1107. These specific respondents categories were chosen due to their position as significant stakeholders in the management of the university and some of them are appointed directly by the state like the governing councils and the vice chancellor, so it's assumed that they are well conversant with the current research topic.

Table 3.1: Total Population of the Study

University	Council chair	Vice chancellor	A R	TU	Guild President	Comm LCI	Teaching staff	Total
Mbarara	01	01	01	01	01	01	336	342
Kyambogo	01	01	01	01	01	01	355	361
Busitema	01	01	01	01	01	01	245	251
Gulu	01	01	01	01	01	01	147	153
Total	04	04	04	04	04	04	1083	1107

Source: NCHE 2018, university council records

Note: AR - Academic Registrar   TU – Trade Union.

3.4. Sample and the Sampling Techniques

The research utilized a combination of sampling methods, incorporating proportionate, simple random, and purposive sampling techniques (Babbie, 2021), to ascertain the specific sample size of the participants. Purposive sampling, also referred to as judgment sampling, involves the selective choice of research respondents based on their capabilities and strategic positions (Bhardwaj, 2019). This nonrandom method does not adhere to primary theories or a predetermined number of respondents. In this study, purposive sampling was employed to identify and select the most knowledgeable respondents, ensuring an efficient use of available resources (Patton, 2015). In other words, the researcher decided what was required and then sought out willing, able and available persons to provide the information by virtue of their positions, to provide information based on their positions, experience, and knowledge.

Purposive sampling was particularly employed in choosing the university senior administrators, namely the Vice Chancellor and Academic Registrar from each chosen university, as they directly oversee the administration of higher education institutions and it is assumed that they possess

knowledge about organizational politics that may impact institutional productivity. This method aimed at selecting respondents well-versed in university politics and performance standards. Additionally, the chair of the governing councils who are selected directly by the head of state, were included as they play a role in organizational politics. Guild presidents, community leaders, and staff association chairpersons, elected into their positions, were also purposively sampled.

After determining the proportions, the simple random sampling method was applied to academic staff who were to fill out the questionnaires. A list of teaching staff was provided, and participants were randomly selected within each stratum. The use of the simple random sampling technique ensured that each respondent had an equal chance of being independently chosen, reducing bias in the selection process (Babbie, 2021).

3.4.1 Determination of the Sample Size

In adherence to scholarly guidance, the determination of the sample size aimed to find a balance between representation and economic feasibility (Gentle et al., 2015). The decision was made to choose a sample that is both representative of the target population and economically viable. The sample size, determined using the Krejce & Morgan table (1970), was established at 285, as detailed in table 3.2. Proportions for each category of respondents were calculated using simple proportions. The sample was then derived from the four public universities selected through purposive sampling to ensure sufficient representation. The objective was to gain insights into organizational politics and institutional productivity in public universities in Uganda. The relationship between the total population and the sample size is presented in table 3.2 below.

Table 3.2: Population and Sample Size

Category of Respondents	Popn (Ni)	Sample $ni = \frac{Ni*n}{N*}$	Sampling Method	MUST	Kyambogo	Busitema	Gulu
Council Chair	04	01	Purposive	00	01	00	00
Vice chancellor	04	01	Purposive	00	00	00	01
Academic Registrars	04	02	Purposive	00	00	01	01
Trade unions	04	01	Purposive	01	00	00	00
Guild leaders	04	01	Purposive	00	01	00	00
LCI	04	01	Purposive	00	00	01	00
Teaching staff	1083	278	Proportionate	86	91	63	38
Total	**N(1107)**	**n(285)**		**88**	**93**	**64**	**40**

Source: NCHE 2018, university council records

Proportionate sampling technique formula was used to get the specific samples for teaching staff

1083/1107*285 = 278

3.5 Instruments of Data Collection

3.5.1 Interview Method

Qualitative data from key respondents integral to the study were collected using an interview guide. The utilization of interview guides facilitated the generalization of findings from the sampled population to all government-funded universities in the country. Key informants, particularly top university administrators such as Vice Chancellors and Academic Registrars, were involved in the interview method due to their profound understanding of the subject matter. Also engaged were, the chairperson's university governing Councils because they are appointed by the president and hence represent the state and contribute to the ensuing politics in the university. The politics within the

university is also shown by the community Local Council leaders, staff association leaders, and Guild presidents. Interview guides were administered orally whereby the responses were obtained through inquiry and recorded. This technique was selected because of its ability to yield a higher response rate and to reinforce the validity and reliability of the outcomes of the research. (Alamri, 2018; Mugenda & Mugenda 2019).

3.5.2 Questionnaire

The use of questionnaires proved cost-effective and eliminated potential interviewer bias, providing respondents with the freedom to express their thoughts openly. Questionnaires facilitated the collection of standardized responses, saved time, and simplified the presentation, classification, and tabulation of data. They were considered the most suitable tools for gathering research information, particularly given the large number of respondents. The key investigative instrument employed in this research was the questionnaire. Opting for close-ended questionnaires was a strategic decision owing to their individual applicability, uniform question content across the entire sample, reduced error likelihood, participant privacy assurance by minimizing direct investigator influence, and the flexibility for respondents to answer at their convenience, as noted by Young (2016). The questions were succinct, demanding precise responses based on Likert scales ranging from 1 – strongly disagree to 5 – strongly agree, ensuring response consistency. The questionnaires were filled by university teaching staff from the four selected universities.

Utilizing questionnaires proved to be a cost-effective approach and eliminated potential interviewer bias, granting respondents the liberty to express their thoughts openly. Questionnaires helped in receiving standardized responses, saving time and eased data presentation classification and tabulation. Given the considerable number of respondents, questionnaires were deemed the most appropriate tools for gathering research information.

3.5.3 Observation Checklist

This document is an intricately crafted framework or template that delineates the research's objectives to observe, analyze, and document. It is presented through visual elements like figures, shapes, and designs that encapsulate the current circumstances. The systematic gathering of data, primarily through visual means, was employed as outlined by Elmusharaf (2016). The observation checklist played a pivotal role in data collection for the study, concerning the state, quality and quantity of mission statements, state influence and the physical environment, and the effect on institutional productivity in the selected public universities in Uganda. Observation enabled to triangulate the data from the different respondents by obtaining first-hand information.

3.6. Data Collection Procedures

The investigator secured a letter of introduction from the Faculty of Arts and Social Science at Kisii University, which was directed to all relevant authorities in the public universities in Uganda, seeking permission to conduct the study. Additionally, the researcher obtained a letter from the Uganda National Council for Science and Technology, granting permission to conduct the study in the universities in Uganda. With these endorsements, the researcher presented details of the study's purpose to the selected university authorities.

The primary data was collected from field findings and the research mainly collected data through interviews, observation, and questionnaires. The researcher went ahead to conduct interviews with the key informants that is the chairperson's university council, vice chancellors, Academic Registrars, who are part of the top university administrators, leaders of the workers' unions, local leaders and guild presidents after securing appointments with them. The distribution of questionnaires in different institutions was carried out by the research assistants. The questionnaires were responded to in the available spaces which was easy, quick, economical and convenient (Fiona,

2022). After data collection, it was coded, edited and then entered in the SPSS (version 26.0) for analysis. Interpretation and discussions were done, the formulation of recommendations and finally, the writing and submission of a comprehensive report to the supervisors.

3.7.1 Data Quality Control

The qualities of reliability and validity are pivotal in maintaining effective data quality control in research.

3.7.2 Validity of Instruments

This refers to the degree to which the tools utilized in the research accurately measure the intended aspects, as highlighted by Fiona (2022). Validity is commonly assessed through a content validity index (CVI). To gauge the precision of the instruments, consultations with colleagues and supervisors were conducted. The computation of the content validity index entailed rating each item in the instrument as Very Relevant (VR), Relevant (R), Not Relevant (NR), or Somewhat Relevant (SWR). The validity index (CVI) served as an indicator of the tools' correctness. Validity Index (CVI) here is:

$CVI = \frac{VR+R}{TOTAL}$ Where, CVI = VR (Very Relevant); R = Relevant; NR = Not Relevant; and SWR = somewhat Relevant $CVI = \underline{VR+R} = \underline{83}$ = 83 /105   therefore, CVI is 0.79.   Total =105

Table 3.3. The scale for interpreting the CVI

> .9	**Excellent**	> .6	**Questionable**
> .8	Good	> .5	Poor
> .7	Acceptable	< .5	Unacceptable

Source: (Yusoff MSB, 2019).

The 0.79 CVI obtained was interpreted basing on the scale designed by Yusof (2019), where the 0.7-0.79 is acceptable (Shrotryia & Dhanda, 2019).

3.7.3. Reliability

The extent to which measurement tools can generate consistent results when the same group of participants is measured again under identical circumstances is termed reliability, as stated by Haradhan (2017). This concept mirrors the dependability, repeatability, or consistency of findings, as outlined by Fiona (2022). Reliability essentially quantifies the level of consistency demonstrated by an instrument.

To assess reliability, a pilot study was executed by distributing questionnaires to one hundred and five (105) employees of Uganda Christian University Mbale, a private university not encompassed in the primary study area. This pilot study served to identify any ambiguous or unclear questions within the study tools and ensured their alignment with the research objectives, as advised by Neuman (2013).

3.8. Methods of Data Analysis

For quantitative data analysis, the procedure involved organizing and summarizing the data to extract answers to the study questions. Statistical tools were employed to condense and synthesize the data, emphasizing essential facts and relationships. Rigorous checks and edits were conducted on the questionnaires each evening to ensure consistency and accuracy. After completing the fieldwork, responses were entered into the computer, edited, and coded.

Both open and closed-ended questions underwent categorization, with corresponding numerical assignments and value labels for each question. Thematic analysis of the data was performed using descriptive and inferential statistics generated by the Statistical Package for Social Science (SPSS version 26.0) software. Descriptive statistics, such as mean and standard deviation, were computed,

and inferential statistics, particularly regression analysis, were employed to assess the impact of organizational politics on institutional productivity, in line with Fiona (2022).

SPSS was selected for its ability to simultaneously test a large number of variables. The data was then presented using percentages and frequencies, and tables were employed to facilitate report writing. The quantitative data underwent three processes—editing, coding, and tabulation (Albers, 2017). Excel and SPSS (Arkkelin, 2014) were utilized for calculating frequencies and percentages, as well as creating frequency tables and figures.

3.8.1. The quantitative data

Quantitative approaches were utilized to manage data collected through questionnaires. Oberiri (2017) defines a questionnaire as a set of questions sent to individuals with a request for responses or answers, which are then returned by the respondents. This method was selected for its cost-effectiveness and freedom from interviewer bias, aligning with arguments presented by Babbie (2021).

The quantitative approaches were designed to explore the impact of organizational politics on institutional productivity in selected public universities in Uganda. As per Neuman (2014), quantitative methods are favored for their relatively low cost and time requirements, enabling the collection of a substantial amount of relevant data that can undergo statistical analysis techniques for enhanced representation. Therefore, a structured questionnaire was administered to the teaching staff, comprising five sections covering general background information and the three research objectives related to stakeholder mission conflicts, stakeholder involvement, and conflict management strategies.

The questionnaires were distributed to 278 respondents, with a return rate of 91% (252 questionnaires). Qualitative data in the study underwent analysis through data reduction, editing, and categorization into themes aligned with the study objectives, following the approach suggested by Sinelnikova (2017).

3.8.2. The qualitative data collection approach

The qualitative data collection approach was employed in this study, The current study sought to find out the influence on Organizational politics and institutional productivity in selected public universities in Uganda. Considering that the information sought, as outlined in the research objectives, was predominantly explanatory and descriptive, qualitative methods were considered the most suitable. This approach places emphasis on description, context, and the interpretation of social situations, enabling a more profound comprehension of individuals' perspectives and the significance they attribute to phenomena. Qualitative methods also afford space for detailed explanations, allowing researchers to perceive events and the social world through the lens of the people under study.

For qualitative data collection, seven key informants were identified, including university top administrators (Chair council, Vice Chancellors and Academic Registrars), workers union leaders, student guild presidents, and community leaders specifically the Local council leaders. Interviews were selected as the method for data collection, representing an oral administration of a questionnaire (Young, 2016), where information was acquired through inquiry and recorded by the interviewer (McDermott, 2023). This method was chosen for its capacity to achieve higher response rates.

To enhance the reliability and validity of the findings, various data collection methods were employed to triangulate views from diverse respondents. This amalgamation of methods aimed to address methodological and ethical concerns related to the potential impact of the investigator on collected data and informants. While the quantitative approach was confined to structured data extraction techniques, the qualitative approach allowed for flexibility during the problem investigation phase (Oberiri, 2017). The research design, therefore, adopted a blend of both quantitative and qualitative approaches. Descriptive data were quantified using frequencies, but the majority of the analysis was interpretative, enabling the exploration of concepts and relationships in the raw data. Key informant interviews and focus group discussions involved the analysis, tabulation, and coding of responses. Data was presented using themes related to the study, employing content analysis and matrices (tables).

3.8.3. Regression analysis

Regression, a widely employed statistical technique, is used to estimate relationships among two or more variables, often for prediction and causal inference purposes. The framework of regression models is versatile, allowing for the description and testing of hypotheses related to the relationships between explanatory variables and a response variable. The primary purposes of regression analysis include predicting the target variable (forecasting), modeling the relationship between variables, and testing hypotheses. Linear models serve as the foundation of regression analysis (Hyon-Jung, 2017).

In regression analysis, the magnitude and direction of the relationship between variables are depicted by the slope parameter (β), while the status of the dependent variable when the independent variable is absent is indicated by the intercept parameter (α). Regression unveils how the variation in one variable coincides with the variation in another. It's crucial to note that regression analysis cannot

establish causation; causation is demonstrated through substantive theory. For instance, a regression with shoe size as an independent variable and foot size as a dependent variable might exhibit a high regression coefficient and highly significant parameter estimates, but it doesn't imply that higher shoe size causes higher foot size. The mathematics of regression can only reveal whether or not variables are correlated and to what extent. It's imperative to distinguish regression analysis from determining correlations among different variables. While regression provides insights into relationships and predictions, establishing causation requires analytical demonstration through theoretical understanding.

3.9. Methods of Data Analysis

The quantifiable statistics derived from questionnaires underwent arithmetic analysis using SPSS version 26.0. Before analysis, the questionnaires were thoroughly reviewed to ensure accuracy and uniformity. Following this, the data was entered into the computer system, edited, and coded for further processing.

In contrast, qualitative data underwent interpretation through thematic content analysis. The presentation included verbatim quotes from interviewees, along with narrations, explanations, and summaries. The decision to employ various data collection methods aimed to facilitate triangulation of views gathered from different respondents, thereby enhancing the reliability and validity of the findings. The study design incorporated a combination of measurable and immeasurable methods. Descriptive data was quantified using frequencies, standard deviation, and mean. While a portion of the analysis focused on computation, the majority of the scrutiny was interpretative, allowing for the discovery of concepts and associations within the raw data.

3.10. Limitations of the Study

This research, centered on organizational politics and institutional productivity, encountered several restrictions concerning content, time constraints, and geographical coverage. Geographically, the research s spanned four regions of the country, demanding significant time and financial resources to navigate across the various universities. This research only focused on three organizational politics dimensions (mission conflicts, involvement of stakeholder, and conflict management strategies) and their influence on institutional productivity in selected public universities. There are other organizational politics dimensions that influence institutional productivity in public sector like institutions reward system, dominate groups and coworkers political behavior (Khan et al., 2020) and establishing a personal brand/name, establishing and sustaining networks, managing decisions and resources, influencing decision-making, and the way communication channels are managed (Landells & Albrecht, 2019), while other factors like power dynamics and decision-making were not analyzed. The findings of the study were contingent on the cooperation, willingness, and sincerity of the university top managers, guild presidents, local council chairpersons and employees of the selected public universities in responding to the questionnaires and the interview guide.

However, the researcher in response to the limitations used applied proper planning to save on time and resources. And knowing that the qualitative study meant that respondents had to share their views and opinions some of which had personal feelings and biases so the researcher applied as much objectivity. The researcher implemented measures to ensure that the respondents were fully briefed on the study's purpose. Furthermore, assurances were provided regarding the anonymity of their identities, emphasizing that the findings would be utilized solely for academic purposes.

3.11. Ethical Considerations

Numerous research guidelines were followed to maintain ethical standards throughout the planning, data collection, and processing phases of the study. Informed consent of the participants was sought by having them sign informed consent forms. While soliciting for their honest opinions, the respondents were assured of confidentiality. Privacy and confidentiality of the respondents were meticulously upheld, ensuring that participant names and workplace details were not easily discernible, thereby preserving their anonymity. Permission was actively sought from pertinent authorities to access the selected universities and institutions. Additionally, approval and authorization for the investigation were secured from the Research Ethics Committee of Kisii University, the Mbale Regional Hospital Ethics Committee (MRHEC), and the Uganda National Council of Science and Technology.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter offers an exploration, interpretation, and discussion of the study findings collected from diverse respondents in the field. The opening section includes the presentation of the response rate and demographic characteristics of the participants, followed by an analysis of study variables categorized by gender, marital status, and work status. The subsequent section delves into the findings and discussion, objective by objective, concentrating on the impact of organizational politics on institutional productivity. Descriptive statistics, encompassing frequencies, standard deviation, mean, and percentages, were utilized to generate comprehensive reports (Hickey & Izama, 2015).

The third section involves regression analysis and concludes with a summary of the chapter. Descriptive statistics, including frequencies, percentages, mean, and standard deviation, were employed to generate reports for discussion. Inferential statistics, such as correlation analysis, were utilized to determine the relationship between organizational politics (specifically, stakeholder mission conflicts) and institutional productivity in selected public universities in Uganda. Subsequently, regression analysis was applied to assess the extent of the influence of organizational politics on institutional productivity in the selected public universities in Uganda (Hickey & Izama, 2015). The findings from the interviews of top university administrators (University Secretaries and Academic Registrars), leaders of workers unions, guild presidents, local leaders on the impact of organizational politics on institutional productivity in public universities in Uganda have been

incorporated with the findings from the questionnaire, and this amalgamation is presented in this chapter

Further analysis was conducted to ascertain the relationship between variables and scrutinize the hypotheses under study. These hypotheses suggest that stakeholder mission conflicts have no relationship with institutional productivity in selected public universities in Uganda, stakeholder involvement has no relationship with institutional productivity in selected public universities in Uganda, and conflict management strategies have no relationship with institutional productivity in selected public universities in Uganda.

4.1 Response Rate

The study encompassed a total population of 1107 respondents. The response rate was calculated based on the sampled population of 285 (of which 278 were given questionnaires and 07 were given interview guides) respondents from Kyambogo, MUST, Busitema, and Gulu Universities, comprising Administrative and Academic staff. Out of the 278 questionnaires distributed, 252 respondents provided positive returns, resulting in a response rate of 91%. According to Mugenda and Mugenda (2019), a response rate of 70% and above is considered good. Meanwhile, Babbie (2021) recommends a response rate of 60% or more, emphasizing its significance in ensuring that research outcomes accurately represent the total population.

Table 4.1: Distribution of questionnaires per university

Category	Expected Respondents	Actual No of Respondents	%age	MUST	Kyambogo	Busitema	Gulu
Chair council	01	01	100	00	01	00	00
V. Chancellor	01	01	100	00	00	00	01
Academic Registrar	02	02	100	00	00	01	01
Staff	278	252	91	86	91	63	38
Guild presi	01	01	100	00	01	00	00
LC 1 Chair	01	01	100	00	00	00	00
Chair staff Unions	01	01	100	01	00	00	00
Total	285	259	91	88	93	64	40

Source: Researcher 2018

The distribution of questionnaires was conducted across each university, with Kyambogo receiving the highest number at 93, followed by Mbarara with 88, Busitema with 64, and Gulu having the least number at 40. Key Informant Interviews were purposively administered on the Chair governing council, Vice Chancellor, academic registrars, community leaders, guild leaders and staff association leaders.

4.2. Demographic Characteristics of Respondents

Demographic characteristics were important to the study in order to understand the phenomenon under study. The table and bar graph below illustrates their responses.

4.2.1. Distribution of the Respondents by Gender

Table 4.2: Respondents by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	112	44.4	44.4	44.4
	Female	140	55.6	55.6	100.0
	Total	252	100.0	100.0	

Source: Field data, (2018)

Gender is the socially constructed differences between women and men (Oxera, 2021) and in this study it meant the statistical distribution of men and women. The gender of the participants was identified, and the results are presented in Table 4.2. The findings revealed that a majority of the respondents were male, constituting 55.6%. Female respondents accounted for 44.4%, indicating a relatively balanced representation of both genders. These research statistics, depicting a higher percentage of males in academia, contradict the assertion by Kazi et al. (2013) that "the bulk of statistics around the world consistently confirms that the teaching profession is predominantly held by the feminine gender." This discrepancy might be explained by the fact that the focus of Kazi et al.'s (2013) study was primarily centered on primary teachers, where there is a higher prevalence of females compared to males (Kazi et al., 2013). When it comes to political matters it has been found that women's contributions particularly in political environments are usually low (Africa Barometer, 2021; Asiyati, 2016).

4.2.2 Age composition of the respondents

The study endeavored to establish the age of respondents and the table and chart below illustrates their responses.

Table 4.3: Age Bracket of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	22	8.7	8.7	8.7
	36-50	141	56.0	56.0	64.7
	51-60	43	17.1	17.1	81.7
	61 above	46	18.3	18.3	100.0
	Total	252	100.0	100.0	

Source: Field Data, (2018).

From table 4.3 above it is important to note that majority of the respondents were 25 to 35 years making 8.7%, while 56% were between 36 to 50 years old, 17.1% of the respondents were 51 to 60 years and 18.3% were 61 years and more. Majority of the respondents were 36 to 50 years. This age

group is expected to be experienced and highly skilled who have potential of facing the dynamics of organizational politics and have valuable understanding relating to the phenomenon under study (Maude, 2021).

Given the nature of this study, which centers on organizational politics, respondents with experience and knowledge regarding institutional affairs were sought. Consequently, the researcher intentionally selected a majority of participants aged above thirty, constituting 56% of the total. As a result, a significant portion of responses related to the impact of organizational politics on institutional productivity originated from this age group (36–50+), although opinions expressed by participants in other age groups were also notably valuable.

Sankari (2015) argues that employees with more years of service inherently possess more experience than their younger counterparts. Rabindarang et al. (2014) emphasize the association between age and commitment, stating that older workers tend to display greater dedication to their work compared to younger ones and new recruits in an organization. Additionally, older employees are more aware of the challenges in securing another job, whereas younger employees have a higher level of assurance and more opportunities, making them less committed to their jobs.

4.2.3 Education level of Respondents

Table 4.4 Education Level of Respondents

Education qualification of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	36	14.3	14.3	14.3
	Masters	117	46.4	46.4	60.7
	PhD	99	39.3	39.3	100.0
	Total	252	100.0	100.0	

Source: Field Data, (2018)

Table 4.4 depicts the educational qualifications of the respondents. It was found that the majority of participants, constituting 46.4%, had achieved at least a Master's Degree. Additionally, 14.3% of respondents had attained at least a university degree, while 39.3% were PhD holders. Educational qualifications play a crucial role in evaluating the depth of understanding that employees have regarding the norms and values of the institution they are associated with. Consequently, since the sample included respondents with significant educational levels, it is likely that they comprehended the study area of organizational politics and institutional productivity in public universities well. Therefore, their responses can be considered valid and reliable. Academic degrees are also directly linked to research engagement and productivity. Research has shown that universities with more academic staff members with advanced academic degrees, especially PhDs, are more research productive than universities with fewer members having PhDs (Nasser-Abu Alhija & Majdob, 2017; Heng, Hamid & Khan, 2020). Therefore, by looking at the number of PhD holders in a university one can estimate the level of research productivity in that institution.

4.2.4 Respondents by number of years worked in a particular university

Table 4.5: Respondents by years of employment

No. of years	Frequency	Percentage
Less than 1 year	15	6.0
1-5 years	98	39.2
6- 10 years	74	29.1
11- 15 years	36	14.2
More than 15 years	29	11.5
Total	252	100.0

Source: Field Data, (2018)

The tenure of the respondents' service in the university was analyzed, acknowledging that an employee's duration of employment in an organization can influence their perception of organizational politics and understanding of institutional productivity. Respondents were asked to

specify how long they had been employed with the university, and the results are presented in Table 4.5.

A notable portion of the respondents (39.2%) had been in their current universities for one to five years, followed by 29.1% and 14.2% who had spent between 6-10 years and 11-15 years, respectively. 11.5% of the respondents had been with their current university for over fifteen years, while only 6.0% had a tenure of less than a year. This suggests that 15% of the respondents had been in their current universities for more than a year, a duration deemed sufficient by the researcher for respondents to effectively respond to the various constructs under study and assess how they perceived the practices in the universities and viewed institutional productivity. Longer tenure in an organization provides employees with more experience in organizational politics, making them familiar with the processes and operations within the institution. Employees with a higher length of service, typically older employees, tend to demonstrate stronger levels of political skills within the organization (Konya et al., 2016).

4.2.6. The Respondents per Terms of Employment

The study explored the terms of employment of respondents and the table below illustrates their responses.

Table 4.6. Respondents per Terms of Employment.

Category	Frequency	Percentage
Permanent	168	66.7
Contract	84	33.3
Total	252	100.0

Source: Field Data, (2018)

Table 4.6 presents the respondents' terms of employment, with a notable majority being permanently employed, accounting for 66.7%, while 33.3% were on contract terms. The emphasis was predominantly on permanent staff, constituting 67% of the respondents, as shown in Table 4.7. This focus aligns with the belief that employees with more secure employment terms tend to be more committed to the organization and consequently perform better. It resonates with the findings of Cuyper et al. (2019), who assert that permanent employees experience greater job security. However, Bernhard-Oettel (2017) offers a different perspective, suggesting that contract employees may be less negatively affected by job insecurity as they expect it and are psychologically prepared for it.

4.2.7 Respondents by university

The university established respondents per university of work. The table below illustrate how questionnaires were distributed.

Table 4.7 Respondents per university

University	Questionnaires distributed	Frequency	Percentage (%)
MUST	86	86	31.0
Kyambogo	91	91	32.7
Busitema	63	63	22.7
Gulu	38	38	13.6
Total	**278**	**278**	**100**

Source: Field Data, (2018)

The tabulated data in Table 4.7 offers a clear overview of the distribution of respondents across universities who completed and returned the questionnaire. Out of the 285 sampled individuals, 278 respondents submitted the filled-in questionnaires, constituting an impressive overall return rate of 91%. Among these, 22.7% were affiliated with Busitema, 13.6% with Gulu, and 32.7% with

Kyambogo, while Mbarara University of Science and Technology accounted for 31%. The proportion of unreturned questionnaires was minimal, representing only 9% of the total.

4.3. Measurement of Variables

This section delves into the interpretation, analysis, and discussion of the research findings, focusing on the opinions gathered from respondents regarding stakeholder mission and institutional productivity. To establish the correlation between organizational politics and institutional productivity, an ordinal scale was employed. This scale utilized a 5-point Likert scale design, where values ranged from Strongly Disagree (1) to Strongly Agree (5). The Likert scale method was chosen for its simplicity and reliability in assigning scale values to statements. To analyze the responses, averages and standard deviation were computed using the Statistical Package for Social Science version 26.0. The resulting scale values were then organized and presented in Table 4.8 for cataloging and reference.

Table 4.8: Scale for interpretation of the mean value range

Mean Value Range	Response Mode	Interpretation	Interpretation	Interpretation
4.01 – 5.00	Strongly Agree	Very Satisfactory	Very common	Very high
3.01 – 4.00	Agree	Satisfactory	Very common	High
2.01 – 3.00	Disagree	Fairly Satisfactory	Rare	Low
1.01 – 2.00	Strongly Disagree	Not Satisfactory	Very Rare	Very low

Source: Researcher 2018

The mean scale, ranging from 1 to 5, corresponds to the 5-point Likert scale used in the study. A figure below 1 signifies no variation, while any figure equal to or above 1 indicates variation. Moreover, the higher the figure surpassing one, the greater the variation among respondents

concerning Standard Deviation (SD). Table 4.9 below indicates the findings on the nature of stakeholder mission conflicts in relation to institutional productivity.

4.3.1 Institutional Productivity

Various indicators were scaled in order to establish respondent's perception on institutional productivity. The results were tabulated and represented in charts as illustrated below.

Table 4.9. Institutional Productivity

S/n	Indicators	SD 1	D 2	N 3	A 4	S A 5	Mean	S.D	Comment
A1	The university has a mission	00	9(3.6)	1(.4)	208 (82.5)	34 (13.5)	4.06	.528	Low
A2	The university always attains its set goals	27 (10.7)	205 (81.3)	00	20 (7.9)	00	2.08	.782	Low
A3	Stakeholders' work contributes to university strategic objectives	39 (15.5)	184 (73.0)	00	29 (11.5)	00	2.02	.744	Low
A4	The university has a good relationship with stakeholders	43 (17.1)	185 (73.4)	00	24 (9.5)	00	2.04	.862	Low
A5	The stakeholders are generally satisfied	55 (21.8)	164 (65.1)	00	33 (13.1)	00	2.21	.870	Low
A6	The university's web metrics ranking is always improving	32 (12.7)	177 (70.2)	1(.4)	42(16.7)	00	2.19	.588	Low
A7	The relations with suppliers are well managed	00	228 (90.5)	00	24 (9.5)	00	2.13	.508	Low
A8	Employees exhibit competence in their work	1(.4)	234 (92.9)	00	17 (6.7)	00	2.16	.667	Low
A9	University research output is improving	32 (12.7)	188 (74.6)	00	32 (12.7)	00	2.05	.613	Low
A10	The graduation rates are improving annually	13 (5.2)	212 (83.7)	1(.4)	18 (7.1)	00	1.98	.480	Very low
	Average Mean and S.D						**2.292**	**.664 .815**	Low

Source: Primary Data, 2018

To present the findings, responses categorized as "Strongly Agree" and "Agree" were combined since they both reflect positive sentiments. Similarly, responses categorized as "Strongly Disagree"

and "Disagree" were aggregated as they indicate negative sentiments. The category "Not Sure" remained unchanged in the presentation.

From table 4.9, item A1, most of the respondents (96) highly perceived that universities had clear mission statements and the universities always attained their goals. This was consistent with the results from literature review which indicated that universities that applied mission statement to their knowledge and planning process achieved significant impact in performance. Equally clear and readable vision statements contributed significantly to positive institutional productivity (Julian et al., 2022). Reviewed literature equally suggests that stakeholder play significant role in contributing to strategic objective through their active involvement, support and through their influence on various aspects of the universities.

From the table 4.9, in sub construct A2, 7.9% of the respondents agreed that the university always attains its set goals while 92% disagreed implying that the university doesn't always attain set goals. The calculated mean value of the (M= 2.08, SD =0.782) universities always attaining their set goals is low and the standard deviation indicated that there was no much variation. This is consistent with the responses from one of the respondents AD 6 who said;

> "The university always sets very ambitious goals and it becomes had to attain them, more so considering the fact that attaining those goals is very much dependent on availability of funds. The government has made it a habit of cutting on costs". These budget cuts have a trickledown effect on public sector organizations like universities

Another respondent AD4 said that

> 'With all the politics in public universities it becomes very difficult to attain set goals to a reasonable percentage'. This is because there are many stakeholders involved and each has their personal interests to satisfy. Politics is also seen when university management has to lobby before funds are released to them for specific activities. It not just a matter of

budgeting, there has to be some interface with the power that be before funds are released especially when it comes to capital projects

However, one respondent AD 2 had a differing view she said that

'Public universities usually attain their set goals because it's the basis upon which funds for the next financial year are realized'. The goals may not be achieved 100% but at least something has to be seen to be done. There is strict monitoring of public enterprises from different angles for example the consumers, the general public, the auditor general, and the politicians

In table 9, item A3, 11.5% of the respondents agreed that the stakeholders' work contributes to the university's strategic objectives while 88.5% disagreed with the statement. The calculated mean value of the (M= 2.02, SD =0.744) universities always attaining their set goals is low and the standard deviation indicated that there was no much variation. Stakeholders play a vital role in contributing to a university's strategic objectives through their activities, involvement, support, and influence on various aspects of the institution's operations. In the context of a university, stakeholders encompass a diverse group of individuals and entities, including students, faculty, staff, alumni, government agencies, donors, industry partners, and the local community (Eddiebal, 2022). This is consistent with the Freeman's stakeholder theory which portrays that stakeholders support extends beyond financial contributions to encompass a wide range of activities that directly or indirectly align with the institution's strategic objectives. For instance, donors, alumni, and industry partners can contribute funds to support research initiatives, infrastructure development, scholarships, and other programs that align with the university's strategic goals. Stakeholders' contributions to university strategic objectives extend far beyond financial support. Their active engagement, collaborative efforts, input in decision-making, and community involvement collectively shapes the institution's trajectory and impact. By leveraging these multifaceted contributions, universities can effectively advance their strategic goals and fulfill their mission in an

evolving educational landscape. The LC 1 chairman where one of the university's is located when asked about whether the stakeholders' work contributes to the university's strategic objectives AD15 also noted that,

> "The establishment of universities such as Busitema, Gulu and MUST in Uganda including the other public universities was meant to fulfill the president's move to encourage science-based studies than arts which according to him would lead to social economic transformation of the economy".

This reveals the influence of stakeholders on institution of higher learning productivity in Uganda was paramount and if they are strategically placed will influence productivity positively. For example, most politicians will claim that they lobbied to have the university brought to their area.

In table 10, item A4, 9.5% of the respondents agreed that the university has a good relationship with its stakeholders while 90.5% disagreed with the statement. The calculated mean value of the (M= 2.04, SD =0.862) universities has a good relationship with its stakeholders is low and the standard deviation indicated that there was no much variation. One respondent said that,

> "The relationship between the university and her stakeholders is wanting because many times functions are held and the political leaders are not invited. Even when they are invited, they are not recognized at all. The impact of the university in the community is very minimal".

The study established that poor management of stakeholders leads to dissatisfaction and intern affects the institutional performance of public universities in Uganda. It is important to note that universities failed to effectively achieve their goals and objectives and this may be attributed to organizational politics. Empirical studies indicated that satisfied and competent faculty members are more likely to be productive, contribute to institutional goals, and engage in positive student interactions and effective stakeholder engagement can enhance institutional productivity by aligning goals and fostering collaboration (David & Nakiyaga, 2021). Furthermore, the study established that in the academic context, organizational politics can also influence faculty members' productivity and

research output.   Poor organizational political behavior was associated with lower research productivity and output, poor relationship with stakeholders, low university web metrics performance, lack of commitment to achieving the organizational goal, incompetent and dissatisfied stakeholders including students. This highlights the importance of considering the impact of organizational politics on academic productivity within public universities in relation to research output which in the long run affects community impact.

Reviewed literature explored the fact that by establishing strong partnerships with suppliers, universities can access the latest technological advancements and educational resources that facilitate effective teaching and learning. For instance, digital learning platforms and interactive tools provided by technology suppliers can engage students and promote active learning. These resources contribute to a dynamic and engaging educational environment that positively impacts student learning outcomes. The influence of Supplier Relationship Management (SRM) on university performance, specifically in terms of graduation rates, lies in the potential to enhance the overall learning environment and student experience (Musubire, 2018). Effective SRM can lead to better access to resources, timely support services, and innovative teaching tools, all of which contribute to student success and retention (Okori, 2021).

In table 9, item A5, 13.1% of the respondents agreed that university stakeholders are generally satisfied while 86.9% disagreed with the statement. The calculated mean value of the (M= 2.21, SD =0.870) universities has a good relationship with its stakeholders is low and the standard deviation indicated that there was no much variation. One respondent said that,

> "The different stakeholders are very dissatisfied that is why you find that the stakeholders are always fighting and striking for the case of students and staff members. The community

around is negatively affected by the strikes as students usually raid shops and businesses are put to a standstill".

In table 9, item A6, 16.7% of the respondents agreed that the university's web metrics ranking is always improving while 82.9% disagreed with the statement and 0.4% were neutral. The calculated mean value of the (M= 2.19, SD =0.588) universities has a good relationship with its stakeholders is low and the standard deviation indicated that there was not much variation. One respondent when asked about whether university's web metrics ranking was always improving, he had this to say,

> "This university webometrics is always low, there is really not much improvement in the rankings globally. There seems to be some politics at play at the global level in the way the parameters are set. Maybe African universities should concentrate more on regional rankings as they seek to understand the dynamics of the webometrics globally".

For sub construct A9 in table 9, 7.1% of the respondents agreed that the university's research output is improving while 87.3% disagreed with the statement and 0.4% were neutral. The calculated mean value of the (M= 1.98, SD =0.480) universities research output is low and the standard deviation indicated that there was not much variation. One respondent AD3, made the following assertion when asked about whether university's web metrics ranking was always improving, he had this to say,

> "There is more research being carried out today compared to the past, however most of it is not published. The research done is not action research nor is it relevant to the needs of the society. Otherwise, most of the challenges in society should call for more research".

In item A10, 7.1% agreed with the statement that, graduation rates are improving annually although 88.9% disagreed. The calculated mean value of the (M= 1.98, SD =0.480) universities graduation rates are improving annually is very low and the standard deviation indicated that there was no much variation This is because according to the guild president of one university A12, 'although the graduation rates seem to be increasing it could be attributed to increase in student population and enrolment rates coupled with the competition among universities". Another respondent AD13 stated

that, "much as improved annual graduation rates are a critical indicator of a university's performance, it's not sufficient in reflecting its effectiveness in providing quality education and support to students. There are so many unemployed graduates due to their being unemployable for lack of relevant skills needed on the job market"

This study indicates that existence off clear university mission statement, active stakeholder's engagement with strategic objectives, effective relationship management of university suppliers and annual improvement in graduation rates had significantly high perception on university performance. On the other hand majority of the respondents had a low perception that stakeholders' work contributed to university strategic objectives, relations with suppliers were well managed, and graduation rates were improving annually universities had a good relationship with its stakeholders, the stakeholders were generally satisfied, university web metrics ranking was always improving and employees exhibited competence in their work, research output was improving and that the universities were effective at community outreach. The results of the study were in line with reviewed empirical literature which insisted that collaborative governance approaches that involve stakeholders in decision-making processes and maintaining a good relationship with stakeholder was critical in achieving organizational productivity, however, lack of it leads to low productivity and dissatisfied stakeholders (Eddiebal, 2022).

4.4 Stakeholder mission and institutional productivity.

In this section, I delve into the interpretation, analysis, and discussion of research findings based on respondents' opinions regarding stakeholder mission and institutional productivity. The variations in opinions are evident, as depicted in Table 4.10. Addressing the first research question, which focused on exploring stakeholder mission and institutional productivity in selected public universities in

Uganda, various indicators were employed to quantify respondents' perspectives on stakeholder mission conflicts in these universities. The detailed results are outlined in the tables below.

Table 4.10: Stakeholders Mission Conflicts and Institutional Productivity

S/n	Indicators	SD 1	D 2	N 3	A 4	SA 5	Mean	S.D	Comment
B1	The university mission is aligned to the state mission	00	9(3.6)	1(.4)	208 (82.5)	34 (13.5)	4.06	.528	High
B2	The university has clear strategies towards the achievement of her mission.	1(.4)	18 (7.1)	4 (1.6)	219 (86.9)	10 (4.0)	3.87	.601	High
B3	Stakeholders have different missions that affect Institutional performance	2(.8)	16 (6.3)	2(.8)	232 (92.1)	00	3.84	.556	High
B4	Stakeholders mission conflicts affect Institutional performance	00	23 (9.1)	4(1.6)	214 (84.9)	11 (4.4)	3.85	.634	High
B5	The mission from various actors influences the productivity of institutions of higher learning.	6 (2.4)	18 (7.1)	5(2.0)	218 (86.5)	5 (2.0)	3.79	.704	High
B6	The university mission I s clearly communicated to the stakeholders	00	00	1(.4)	219 (86.9)	32 (12.7)	4.12	.341	Very High
B7	University conflicts arise from conflicting stakeholder missions"	5(2.0)	34 (13.5)	4(1.6)	206 (81.7)	3(1.2)	3.67	.798	High
	Average Mean & S.D Variance	**2 0.8**	**16.9 6.7**	**3 1.2**	**216.6 85.9**	**13.5 5.4**	**3.89**	**.595 .771**	

Source: Primary Data, 2018

Table 4.10 illustrated the stakeholder's mission conflicts analysis. The initial item (B1) on Table 4.10, which stated "the university mission is aligned to the state strategy," garnered responses as follows: 13.5% strongly agreed, 82.5% agreed, 0.4% were neutral, and 3.6% disagreed. With a calculated mean value of (M= 4.06, SD =0.528), it suggests that a significant majority of respondents (87.5%) and therefore able to the university mission is geared towards meeting the state mission. The available measurable data captured from the questionnaires were similar to the responses from

interviews when collaborated. When asked about whether the university mission was aligned to the state mission the response from one of the top administrators, AD2 was that;

> "The university mission is aligned to the state vision 2040. This is a government funded university and so all we do must be in line with the vision and mission of the ruling government. All university plans have to be in line with those of government. If you analyze the annual themes of the university, they are clearly geared towards meeting the vision 2040."

Another respondent AD7 when asked about whether the university mission was aligned to the state mission responded as below

> "Apart from Makerere University, all the other universities in Uganda, were established by the current government regime. This is clearly implied that the government has a specific agenda to achieve. It seems like the President of Uganda has a clear preference for science education over arts. This preference is reflected in the establishment of institutions such as Mbarara University of Science and Technology, Busitema University, and Gulu University, all with the primary goal of promoting and advancing science education in the country."

However, some members said the university strategy being aligned to the state vision alone does not lead to institutional productivity. One member of the university workers' union said;

> "Institutional productivity is more than just ensuring that the university mission is drawn from the state mission. Much as the state has constantly sent funds to the university, there is no tangible development. We are more interested in seeing results in terms of innovations, solutions to the nations daily problems, improvement in the workers welfare because its them that deliver the desired performance results, to mention but a few and that is what we shall call institutional productivity"

Another respondent AD10 made the following response when asked

> "Uganda as a country has outstanding policies laws and regulations which are properly researched and written but it is limited in the application of those laws, so having a mission statement in place may still be a matter of good paper work and so it's not in itself good enough even if it is in line with the mission of the state. This doesn't guarantee improved university performance in any way"

Empirical findings revealed that the mission of an organization is primarily a managerial but also a political tool (Alawneh, 2015; Vojvodic et al., 2016). Strategic management plays a crucial role in this context, where lobbying and occasional manipulation are employed to ensure that the university

aligns effectively with its mission. This strategic management approach serves as a cornerstone for planning, involving communication strategies to guide decision-making processes. Additionally, it encompasses coordination and direction to effectively drive the organization's activities, as mentioned by Likely in 2018. This explains the majority of responses that agreed that strategy is linked to the state vision and leads to institutional productivity, although a number of respondents disagreed with the statement and their views cannot be ignored.

On the other hand, the respondents had high perception that the university mission is aligned to the state mission, the universities had clear strategies towards the achievement of their mission, stakeholders had different missions that affected institutional performance, stakeholder's mission conflicts affected institutional performance and university always attained her stakeholder's goals.

The empirical findings align with the idea that an organization's mission serves not only as a managerial tool but also as a political one. This underscores the significance of strategic management, where activities such as lobbying and occasional manipulation are deemed necessary to ensure that the university operates in accordance with its mission and performs effectively. The mission, in this context, is seen as a foundational element guiding both managerial decisions and political strategies within the organization. As noted, earlier mission statements are the cornerstone for strategic planning and communication which are meant for steering the coordination and decision-making process (Likely, 2018). This explains the respondent's perception that strategy was linked to the state vision and leads to institutional productivity.

Key Informant Interviews (KII) also revealed that the universities had aligned strategic plans that enabled planning and decision-making process. The majority of the KII revealed that their missions were clear and in line with the government vision 2040 and thus progressive to the future needs of

stakeholders. The missions were identified as strategic tools for influencing decision-making and resource mobilization. The study, therefore, established that university missions were strategic to enhance productivity through influencing key decision-making, planning, and resource mobilization, however, the study noted that organizational politics contributed to poor institutional performance.

Item B2 on Table 4.10, which stated "the universities have clear strategies towards the achievement of their mission," elicited the following responses: 4.0% strongly agreed, 86.9% agreed, 1.6% were neutral, 7.1% disagreed, and 0.4% strongly disagreed. The mean for this sub-construct is notably high at 3.87, indicating a strong consensus among respondents. Additionally, the low standard deviation (SD) of 0.601 suggests minimal variation in responses. In essence, a substantial majority of respondents (86.9%) acknowledged that the universities had clear strategies in place for achieving their mission. This indicates a strong understanding among respondents regarding the organization's mandate and scope.

To corroborate the available measurable data from the questionnaires, interviews were carried out and the feedback was similar. During interviews when asked about whether the universities had clear strategies towards the achievement of their mission and one respondent AD2 asserted that;

> "As a requirement by the NCHE, every university has a 5-year strategic plan and this strategic plan is the basis for the annual budgeting and planning in the university so it is reviewed annually. This helps to give the university and her stakeholder's direction because they are focused on achieving it, it is linked to the mission and vision".

However, some responses were contrary to the above for example when the secretary general of the workers' trade union was asked about whether the university has a clear strategy for the future one respondent AD12 asserted that;

> "Much as the university has a strategic plan, the question is of what relevancy is it to the stakeholders of the university, has is supported the improvement of the student's, the

employees and community's wellbeing. When is it referred to, if it's not simply an issue of having documents filling up the shelves? The employees are not even trained in planning and budgeting. In such a case it is difficult to achieve university productivity"

The high awareness among respondents (87.9%) regarding the university's strategic plan providing clear direction aligns with the perspective of scholars like Likely (2018). As per Likely, a strategic plan plays a vital role in defining roles that support the formulation of strategy, providing a dynamic path with significance, purpose, and a well-defined course of action. Employers bear the responsibility of ensuring that employees have a thorough understanding of the organization's strategy to align with expected performance.

In the context of a public university, where the government is a significant stakeholder and funder, this awareness should be strengthened by fulfilling obligations related to compensation, job security, and career development to establish a sense of reciprocity. Recognizing employees as key stakeholders responsible for service delivery, they should be well taken care of and possess knowledge of the institutional mission to effectively share it with other stakeholders.

Akeem et al. (2016) highlight that organizational philosophy emphasizes its principal focus and activities. Regular updates to the organizational philosophy become essential to maintain the purpose for existence. Additionally, stakeholders, who are key players in the institution, should be sensitized regularly about the organization's purpose of existence, including its historical background and philosophy. This continuous communication ensures that all stakeholders remain aligned with the institution's mission and values.

This was collaborated with some responses from other respondents on whether the university has clear strategies towards the achievement of her mission. The university secretary AD4 in one university said:

> "The university strategy is shared by the management team and other key stakeholders to help in ensuring that it is implemented, the heads of faculty and departments come up with department plans in line with the overall university mission"

Another respondent AD5 during the interviews had this to say:

> "The strategic plan helps the of the university employees to become more creative since they have the bigger picture in mind and so they have to think of creative ways of doing their work and this enhances their output. Much as the universities are funded by the government, usually the funding is not enough so in the strategic plan employees are encouraged to come up with strategies of raising more resources"

The findings of table 4.10 indicate that the university has a strategic plan and that it is aligned to the strategy of the state. This helps to give employees confidence and focus in their work and can easily measure their output against the institution's strategy. These findings are in line with both international and local empirical studies on the relationship between strategic direction and institutional productivity, however some respondents had dissenting views in as far as the mission and strategic plan of the university. One interviewee AD13 said;

> "For the mission statement to be effective and drive institutional productivity, there has to be a deliberate effort to include it in the individual, departmental as well as weekly and monthly work plans. It should form the basis of monthly reports. Unfortunately, none of these are done".

Yet another respondent made the following remarks when asked about whether the university had a clear strategic for the future.

> "It is difficult to talk about the future when you are dealing with poor people who are mostly thinking of the now. Even the trade unions cannot talk much because once you become vocal you are blacklisted and may be called for disciplinary action or given some incentives and then what more will you say?"

Under sub-construct B3 in Table 4.10, which states "stakeholders have different missions that affect Institutional performance," the responses were as follows: 92.1% agreed, 0.8% were neutral, 6.3% disagreed, and 0.8% strongly disagreed. The mean for this sub-construct is notably high at 3.84, indicating a strong consensus among respondents. The low standard deviation (SD) of 0.556 suggests minimal variation in responses.

To complement the quantifiable data from the questionnaires, the researcher conducted interviews and observations. The feedback from these qualitative methods was consistent with the measurable data. Observations revealed that the university's mission and vision were prominently displayed on walls, noticeboards, in offices, and at strategic locations throughout the institution. These findings further supported the notion that knowledge of a university's mission contributes to enhanced performance. As part of the qualitative data, the academic registrar of one of the universities (referred to as AD2) said;

> "The different stakeholders have their own missions which should ideally be related to the university mission, the challenge is they are bent towards having their agendas as priority areas yet the university may have other priorities at the time".

During interviews with the Academic Registrar of one of the universities AD6, when asked on whether the Institutional performance was based on the different stakeholder missions the response was that,

> "Each stakeholder has its own mission and priority which forms the basis of their focus. What the students see as high priority is seen by the university management as low priority and that is why the stakeholders appear like they are pushing for their issues yet they university doesn't appreciate their urgency. When stakeholder implement their missions, some of the targets support the university mission hence ensuring institutional productivity"

When asked about how the knowledge of the university's mission, vision and the core values influence the performance of staff, the response was that,

> ""It leads to skills improvement, quick decision-making, and fast identification of performance gaps. Once the mission, vision, and core values are grasped, the staff will make all efforts to work towards achieving the university goals".

However, some members of the students' trade unions held a contrary view about whether the Institutional performance was based on the different stakeholder missions one respondent AD07 asserted that;

> "Most of the riots and strikes in the universities are initiated and led by the stakeholders like students and staff members associations. This could mean that as part of their mission the different stakeholders are ready to even apply violent means to attain their missions. This indeed negatively affect institutional productivity"

The noted positive relationship between stakeholder mission statements and institutional productivity suggests a potential 50% increase in institutional effectiveness when such missions are present. However, the effectiveness of a mission statement, as emphasized by Alawneh (2015), lies in its challenge ability, measurable goals, and differentiation from competitors.

The researcher's observation, upon reviewing university missions in Appendix XIX, indicates that these missions are generally simple and easy to memorize. This aligns with Ezekwe and Egwu's (2016) perspective that a mission statement should be precise, easily memoizable by both internal and external stakeholders, and convincing to avoid demoralizing staff.

Alawneh (2015) further outlines features of an effective mission statement, including attainability, flexibility, specificity, distinctiveness, and realism. However, the researcher notes a concern that the true meaning and function of many mission and vision statements have been lost over time.

It seems there may be an opportunity to revisit and clarify the purpose of mission and vision statements within universities. This could involve ensuring that they align with the criteria for effectiveness mentioned by scholars like Alawneh and that they are not only concise but also retain

their meaningful impact. During interviews with the Academic Registrar of one of the universities AD6, the response was that,

> "It is true that the university has a mission statement but most of the stakeholders have not internalized it and are unable to relate it to their work. Some may simply know the statements by default since they usually form part of the interview questions during recruitment and promotions."

Another top manager AD8 when asked about whether different stakeholder missions are the basis of institutional productivity the response was that;

> "The stakeholders have knowledge of the institutions' mission because missions are posted in strategic places in the university and in all communications. The requirement of displaying mission and vision statements for registration and operational licensing by the National Council of Higher Education serves a dual purpose. On one hand, stakeholders would naturally want to be well-informed about the institution's mission and vision to align with regulatory expectations and avoid any compliance issues. On the other hand, institutions display them as a regulatory requirement to fulfill the conditions set by the National Council of Higher Education. But it's true that all plans should focus on achieving the university"

In the contemporary competitive landscape, where organizations strive to incorporate intangible value into their service delivery, the significance of mission and vision statements appears to be making a resurgence. The majority of respondents (94.3%) affirm that institutional performance is intricately linked to the mission and vision, suggesting that these statements play a role in fostering high performance.

An analysis of the relevance of having a mission statement in an organization underscores the impact of transparent communication. Organizations that effectively communicate their missions to stakeholders tend to exhibit higher output than those that do not. This observation is in line with the assertion that a well-designed and comprehensive mission statement assists organizations in establishing quality objectives and goals.

Drawing from the literature, it becomes evident that an effective mission statement serves multiple purposes. It provides focus and direction, offering inspiration to various organizational stakeholders. As highlighted by Denison and Mishra (2015), a mission statement is not merely a static document; it actively shapes the organizational culture and guides the actions of different actors within the organization. Mission is drawn in fulfilment of government regulations and it is also drawn from the governments' strategy.

This renewed emphasis on the relevance of mission and vision statements aligns with the evolving nature of organizational success in the contemporary business environment. It underscores the idea that these statements are not just symbolic but can actively contribute to organizational effectiveness and performance when communicated effectively and embraced by the workforce. Mission is drawn in fulfilment of government regulations and it is also drawn from the governments' strategy.

In Table 4.10, sub-construct B4 addresses whether "university productivity is affected by stakeholder missions' conflicts." The responses were as follows: 4.4% strongly agreed, 84.9% agreed, 1.6% were neutral, and 9.1% disagreed. The mean for this sub-construct is notably high at 3.85, indicating a strong consensus among respondents. The low standard deviation (SD) of 0.634 suggests minimal variation in responses.

This data illustrates that the majority of respondents (89.3%) agree that university productivity is indeed influenced by conflicts among stakeholder missions. To further validate these quantitative results, additional analysis of qualitative data from interviews was conducted. This agrees with AD6 when asked about how university productivity is affected by stakeholder missions' conflicts who stated that:

"The conflicts are there and they are inevitable, the challenge is when they turn violent and disruptive like inform of strikes and riots. This has led to students missing out on classes, and sometimes some losing their property and even at times the university has had to close. Whenever there is a strike, someone is injured or even some people lose their lives which is very unfortunate and this negatively affects productivity"

The agreement among the majority of respondents (89.3%) regarding the impact of stakeholder missions on university productivity, as indicated in Table 4.10, sub-construct B4, aligns with the perspective of Daura and Pers (2012). Daura and Pers emphasize the significant role of stakeholders in giving meaning to the vision and mission of an organization. They argue that stakeholders play a crucial part in the formulation process of the organization's mission.

This connection between stakeholder involvement and the influence on the mission and, subsequently, organizational productivity underscores the importance of considering diverse perspectives and interests in the mission-setting process. It suggests that stakeholders contribute not only to the understanding and interpretation of the mission but also to its impact on the overall performance of the university. It is therefore imperative that an entity coordinates with other stakeholders to harmonize their missions.

Depending on the mission of the key university stakeholders, the university will be affected or impacted positively or negatively. Universities need cooperation from their stakeholders in order to be able to attain their set objectives (Chan, 2021). The success of an organization is dependent on the cooperation of stakeholders and responding to their needs and hopes. The different stakeholders have their own expectations, with each one of them having their needs as priority. The chancellors of public universities are appointed by the president and so are expected to meet the expectations of

the state. The wage bill of public universities is also determined by the state so this dictates on who should be recruited or not.

The study reveals that majority of the respondents had low perception regarding stakeholders' mission conflict in relation to institutional productivity. For instance they had low perception that the universities' mission were linked to other stakeholders' mission statements, university's mission was clearly communicated to the stakeholders, university conflicts arose from conflicting stakeholder missions, university conflicts were manifested in strikes, university stakeholders were known, university had a clear system of working with its stakeholders, university stakeholders acted out of self-interest, university did periodic consensus building exercises on the fundamental values with their stakeholders, university carried out a periodic orientation of stakeholders about the purpose of existence and the university jointly agreed on goals to be pursued with her stakeholders. Another key respondent said that,

> "To a greater extent the stakeholders are not aligned with the mission of the universities, this is because the stakeholder's missions were personal to their socio economic and political goals thus not subservient to the mission of the university and may ignore intrinsic values of the university such as welfare of employees among others".

This aligns with empirical literature which state that stakeholder mission conflicts can have a detrimental impact on the institutional productivity of public universities. These conflicts arise when different stakeholder groups, such as faculty, administrators, students, government agencies, and local communities, have divergent expectations, objectives, and priorities for the university's mission and direction. As a result, the institution may struggle to effectively allocate resources, make decisions, and implement strategic initiatives, leading to poor overall productivity (David & Nakiyaga, 2021).

Stakeholder theory emphasizes that organizations are influenced by various stakeholders who may have conflicting interests and demands. When these conflicts occur within the context of a public university, they can hinder the institution's ability to operate efficiently and achieve its core mission of providing quality education and research. For instance, faculty members may prioritize research pursuits and academic autonomy, while administrators may be focused on cost containment and enrollment growth to secure funding. Meanwhile, students and local communities may expect the university to contribute to economic development and community engagement. These differing priorities can lead to disagreements over resource allocation, faculty workload, curriculum design, and infrastructure development, resulting in inefficient use of resources and reduced institutional productivity.

The study established that despite the strategic role of mission and stakeholders in decision making and resource mobilization noted in the study stakeholder mission conflicts have an adverse effect on decision-making inefficiencies, delays, mission drift, and lack of stakeholders' satisfaction.

In Table 4.10, specifically in sub-construct B5 addressing whether the "mission from various actors influences the productivity of institutions of higher learning," 2.0% of respondents strongly agreed, while 86.5% expressed agreement. Additionally, 2% were neutral, 7.1% disagreed, and 2.4% strongly disagreed. The mean for this sub-construct is 3.79, indicating a very high level of agreement, while the standard deviation (SD) was 0.704, signifying minimal variation among respondents. This suggests that the majority of participants concur that the mission from various actors significantly influences the productivity of institutions of higher learning (89.3%). Reviewed literature asserts that the university mission triggers stakeholder participation in the university's activities (Mahmood & Rehman, 2015). Displaying the mission enables all stakeholders to appreciate it and align their

expectations towards the mission. Oyedepo, (2015), states that when there is no vision, the stakeholders' loss direction.

Additional analysis of qualitative data from the interviews was done to validate the results. This agrees with one administrator from Busitema University when asked about how missions from various actors influences the productivity of institutions of higher learning who stated that:

> "Certainly, various stakeholders pursue their distinct objectives, exerting both positive and negative impacts on the university's productivity. Instances arise where collaborative efforts with student leaders are necessary to accomplish projects. Cooperation with the university ensures that research aligns with community needs and addresses local issues effectively. Certain stakeholders, such as business figures, contribute high-quality work beneficial to the university. Conversely, challenges arise when stakeholders prioritize personal gain, leading to adverse consequences. For instance, suppliers or contractors might provide subpar goods to maximize profits, negatively affecting the university. Moreover, leaders of the student guild and staff association may advocate for their agendas, at times disregarding the university's stance, driven by self-interest and a desire to showcase their proactive involvement".

In Table 4.10, sub-construct B6 addresses the question of whether the "university mission is linked to other stakeholders' mission statements." The responses were as follows: 4.4% strongly agreed, 84.9% agreed, 1.6% were neutral, and 9.1% disagreed. The mean for this sub-construct is notably high at 4.12, indicating a strong consensus among respondents. The low standard deviation (SD) of 0.341 suggests minimal variation in responses. This data suggests that the majority of respondents (89.3%) agree that the university mission is indeed connected to other stakeholders' mission statements. This interconnectedness underscores the collaborative and interdependent nature of missions between the university and its various stakeholders.

Reviewed literature asserts that the university mission triggers stakeholder participation in the university's activities (Mahmood & Rehman, 2015). Displaying the mission enables all stakeholders

to appreciate it and align their expectations towards the mission. Oyedepo, (2015), states that when there is no vision, the stakeholders' loss direction.

Papulova's assertion aligns with the widely recognized importance of a university's vision. According to Papulova (2014), a university's vision not only provides a sense of direction but also establishes a shared reality for the institution. This shared vision is crucial for fostering unity and a collective understanding of the institution's aspirations. Furthermore, Papulova emphasizes that a university's vision has the potential to reposition higher education establishments globally. It serves as a driving force, instilling confidence and courage regarding the institution's capabilities for the future.

The statement also notes that in Uganda, having a mission and vision statement is mandatory for every institution, as per the National Council for Higher Education (NCHE) in 2014. This underscores the regulatory importance placed on having a clearly defined mission and vision in the higher education landscape. In summary, Papulova's perspective underscores the strategic significance of a university's vision in shaping its identity, fostering confidence, and contributing to its global positioning. The mandatory requirement in Uganda reflects the recognition of the role that mission and vision statements play in guiding and defining the objectives of higher education institutions.

This brings out the politics at play in that much as the different stakeholders may be aware of the university mission, they may have differing expectations arising out of the misunderstandings of the mission. The state is the major stakeholders her agents like the MoES and NCHE which are regulatory bodies of universities in Uganda should ensure that the universities have missions aligned

to the other stakeholders' mission. When interviews were carried out to find out whether there is alignment of university mission to missions of other stakeholders, various responses were made. One member of the staff association AD13 said;

> "Much as it's true that university has a mission which is aligned to the mission and strategy of the state, it doesn't mean that this mission has been aligned to other stakeholder missions. The university for example is bent on ensuring teaching and learning of students while other stakeholders like the workers' union are only looking at staff welfare regardless of the financial state of the university. The students are ever so demanding wanting to get so much but put in so little. So, the assumption that university missions are aligned to the stakeholder mission is inadequate"

Institutional productivity in public universities is derived from internalization of the mission and core values. This has direct and indirect impact on the productivity of employees as key stakeholders in the realization of the mission of public universities. Stakeholder mission conflicts in public universities can significantly impact institutional productivity by creating discord, lack of alignment, and disruptions in various key areas. When a public university's mission does not align with the missions of its stakeholders, conflicts can arise. This misalignment can hinder collaborative efforts and result in inefficiencies. For example, if a university aims to prioritize research excellence while its faculty is more focused on teaching, conflicts can emerge (David & Nakiyaga, 2021)

Table 4.10, specifically sub-construct B6, addresses the clarity of communication regarding the university's mission to stakeholders. The responses indicate that 12.7% strongly agreed, 86.9% agreed, and 0.4% were neutral. With a mean of 4.12 and a low standard deviation (SD) of 0.341, it suggests strong agreement among respondents. This points to the overwhelming sentiment (99.6%) that the university's mission is consistently and clearly communicated to stakeholders.

This high level of agreement is significant, as clear communication of the mission is crucial for providing direction and positively impacting institutional performance. When stakeholders have a

comprehensive understanding of the university's mission, it fosters alignment, engagement, and collective efforts toward shared goals.

This high level of agreement is significant, as clear communication of the mission is crucial for providing direction and positively impacting institutional performance. When stakeholders have a comprehensive understanding of the university's mission, it fosters alignment, engagement, and collective efforts toward shared goals which helps to give direction hence positively impacting on institutional performance. The mean f or this sub-construct is therefore 4.12, meaning that it is high while the SD was 0.341 meaning that there was not much variation between respondents. This implies that most respondents agree that the mission of the university is always clearly communicated to stakeholders (99.6%) which may in turn impact organization performance positively.

The observation that clear communication of the university's mission to stakeholders serves as a pointer to the fact that most respondents are familiar with the mission and work accordingly is significant. This understanding among stakeholders contributes to providing direction and positively impacting the relationship with the university. When individuals within and outside the university community are aware of and aligned with the mission, it fosters a sense of purpose and shared objectives.

The interviews conducted with top university administrators, guild presidents, workers' union leaders, and local leaders further corroborate this measurable data and capture various aspects of observable facts. This diversified perspective from key stakeholders allows for a more

comprehensive understanding of how the university's mission is communicated and perceived, the feedback from AD3 was;

> "Physical promotional materials like corporate shirts, pens, bags serve as mobile representations of the university's mission. When stakeholders use or wear these materials, it acts as a constant reminder of the institution's values and goals. Digital Platforms (University Websites, Portals, Webmail): Leveraging online platforms broadens the reach of the mission to a global audience. Websites, portals, and webmail ensure that stakeholders, whether on or off-campus, have easy access to the mission statement and related information. They are also printed and distributed to all offices. Printing and circulating the mission statement to all offices within the university is a direct and inclusive approach. This ensures that the mission is physically present in various departments and offices, fostering a shared understanding among staff. As a requirement it has been displayed on noticeboards and at strategic places within the university".

By utilizing a combination of physical and digital channels, along with widespread distribution within the university, the institution demonstrates a commitment to effective and inclusive communication. This approach not only informs stakeholders about the mission but also reinforces a sense of identity and purpose across the university community.

The emphasis on reinforcing organizational values in all institutional communications aligns with best practices. Incorporating values into various communication channels, such as emails, newsletters, and company-wide messages, creates a consistent and pervasive reminder of the organization's core principles. The repetition of values across different touchpoints helps underscore their importance and contributes to embedding them in the organizational culture.

The findings from your research resonate with Mahmood & Rehman (2015), who argue that a well-communicated mission not only supports stakeholder relationships but also strengthens commitment and serves as a guide to organizational values. This implies that effective communication of the mission contributes to building a positive and committed relationship with stakeholders.

The insights shared by AD5 further highlight the diverse forms of communication between the university and its stakeholders. The proactive approach of informing stakeholders about upcoming events, inviting them to meetings through formal letters, and using phone communications ensures that they are well-informed and engaged. Additionally, the distribution of promotional materials like diaries, books, and calendars serves a dual purpose of conveying information about university activities and expressing appreciation through small gifts.

> "The stakeholders are always informed about any upcoming events like graduations, seminars which concern them. Some are invited for meetings and usually invitation. Letters are sent and phone communications also used. Promotional materials like dairies, books, calendars are usually sent to them which serve as small gifts to them and also informing them about university activities past present and future".

However, the secretary general of the academic staff trade unions in one of the universities when asked about whether stakeholders were communicated to, he said;

> "As much as stakeholders get information about the university from promotion al materials and occasional invitations for meetings there is need for better communication. Like dialogues, and other meaningful engagements which can help in harmonizing the differing missions. This will go a long way in minimizing tensions and conflicts. Most of the conflicts we experience are due to miscommunication or mis information. With the advent of social media there is a lot of information coming in and so once an organization does not engage with its stakeholders the media will give wrong information leading to conflicts due to unmet expectations and goals"

The alignment between the study findings, as indicated in Table 4.10 under sub-construct B6, and Mahmood & Rehman's (2015) perspective underscores the importance of effective communication in enhancing institutional performance.

The diverse array of communication channels mentioned, including mission and vision statements in public places and on the website, videos, brochures, engraved items, financial records, budgets, newsletters, internal reports, and various documents, collectively contribute to conveying the

attributes of the organization. This comprehensive approach ensures that stakeholders receive consistent and varied information about the institution's mission.

The high agreement (99.6%) among respondents regarding the clear communication of the university's mission further emphasizes the success of the communication strategy. This overwhelming consensus suggests that stakeholders are well-informed and aware of the institution's mission, contributing to a shared understanding and potentially fostering a positive impact on institutional performance. This is in line with some administrators (AD1 and AD2) who were asked to comment about how stakeholders were communicated to concerning the university mission and their response was that;

> "The university premises, walls, bill boards are all littered with the mission statements and each department and offices has at least a writing indicating the mission of the university. Calendars, dairies and other promotional materials are supplied to stakeholders like staffs, some students and community members which have the mission statement written in there".

Possessing organizational ownership is a fundamental requirement for the mission to have a meaningful impact (Kopaneva, 2015). Fostering ownership among employees and other stakeholders is achieved through effective communication. In any human relationship, the mastery of communication is essential for prosperity. Omisore and Nweke (2016) assert that negotiating and effective communication serve as crucial tools in political systems to mitigate unhealthy organizational relationships, conflicts, power struggles, and politics. This approach is particularly vital in modern organizations. However, achieving this requires a context of freedom of expression. In Uganda, this aspect of communication has been emphasized, with the head of state consistently advising non-political actors, such as religious leaders and civil servants like university employees, to refrain from involvement in politics. This caution, while aiming to limit political interference, may also restrict the free flow of communication and information. In Uganda the state usually goes

an extra mile to ensure that the leaders in higher institutions of learning are promoting the state visions for example by taking them for mandatory training at the National Leadership College where the spirit of patriotism is instilled in them agreements (David & Nakiyaga, 2021).

Yet, achieving a genuinely shared mission demands dedicated effort, time, and commitment from all stakeholders. The argument emphasizes that developing a mission is not a one-time activity where stakeholders are simply informed about it, expecting automatic appreciation and commitment. Instead, active involvement and ongoing efforts are essential for stakeholders to truly understand, embrace, and work towards achieving the mission. When inquiry was made concerning the link between knowledge and the internalization of mission the feedback from AD2 was;

> "The organization mission is widely shared with the different stakeholders, for the employees they are taken through a training during induction after being recruited, the students also go through a weeklong orientation where they are informed about the mission of the university and what is expected of them. However, for the other stakeholders the mission is not clearly explained to them. Merely posting it printed and circulated in all offices and strategic places is not sufficient. This is what has led to stakeholder misunderstandings of the missions of the university and having contrary expectations. It may partly explain the rampant strikes and oppositions from some stakeholders"

Possessing organizational ownership is a fundamental requirement for the mission to have a meaningful impact (Kopaneva, 2015). Fostering ownership among employees and other stakeholders is achieved through effective communication. In any human relationship, the mastery of communication is essential for prosperity. Omisore and Nweke (2016) assert that negotiating and effective communication serve as crucial tools in political systems to mitigate unhealthy organizational relationships, conflicts, power struggles, and politics. This approach is particularly vital in modern organizations. However, achieving this requires a context of freedom of expression. In Uganda, this aspect of communication has been emphasized, with the head of state consistently advising non-political actors, such as religious leaders and civil servants like university employees,

to refrain from involvement in politics. This caution, while aiming to limit political interference, may also restrict the free flow of communication and information. The researcher observed that the mission, vision and core values were displayed in strategic places in the university like bill boards, public notices boards, and offices as a requirement from the regulatory body, the NCHE.

The findings of table 4.10 indicate that the university has mission, which are in tandem with the country's vision 2040. Institution productivity is based on the mission of the university. The university mission is scantly communicated to the stakeholders. These findings are in line with both international and local empirical studies on the relationship between strategic direction and institutional productivity.

The mission can be communicated to stakeholders, including staff members, by disseminating organizational materials such as videos, brochures, and tangible items like diaries and notebooks. Moreover, financial records, budgets, newsletters, internal reports, and diverse documents such as labor relations contracts, business plans, and customer service agreements act as channels for conveying the vision to stakeholders. This diverse range of materials ensures that the vision is presented through various mediums, fostering a comprehensive understanding among staff members and other stakeholders. Organizations usually communicate their missions in different ways (Susi & Roziana, 2019). The high awareness of the vision among most respondents indicates that stakeholders are well-informed, providing them with clear direction and positively impacting organizational performance. These findings align with Mahmood & Rehman's (2015) assertion that a well-communicated vision not only supports but also strengthens employee commitment, serving as a guide to organizational values. Communication of organizational attributes through mission and vision statements, placed in public spaces and on the website, is a common practice to enhance

institutional performance. Respondents emphasized the visibility of the vision statements on office walls, in headed letters, and on the website, suggesting effective communication to all stakeholders. This sentiment resonates with administrators (AD1 and AD2), who highlighted conspicuous displays at the university premises, offices, calendars, and diaries supplied to staff, reinforcing the communication of the vision to stakeholders.

The necessity of communicating and sharing the vision and mission is underscored, as it conveys the purpose and direction of the business to both internal and external stakeholders (Susi & Roziana, 2019). The belief that the management understands the trajectory and changes ahead is crucial for stakeholders. In this study, communication responsibilities for the vision and mission were assigned to top management, heads of departments, and lower managers. This holistic approach to communication supports the understanding and alignment of stakeholders with the organization's vision and mission, fostering a shared sense of purpose.

The process of induction (sometimes called orientation or even on boarding) introduces new students, council members or employees to the organization and shows them basics about the institution. An effective induction program is carefully planned to introduce new students, council members or new workers to the organization, its mission and its operations. During orientation or induction programs information is passed on about the organizations mission, history, general conditions and available opportunities among others.

Conducting periodic orientation sessions for stakeholders is a strategy employed for effective communication, ensuring that they are well-acquainted with the university's purpose of existence. This approach aligns with the perspective of Daura and Pers (2012), who emphasize the significant role of stakeholders in fulfilling the vision and mission, particularly as these elements are closely

tied to the corporate culture. BCG (2017) reinforces the importance of stakeholders by asserting that making the organization's purpose a central focus of stakeholder relationships is a potent method for ingraining it within the organization. This emphasizes the mutual influence between stakeholders and the organization's overarching goals, contributing to a shared understanding and commitment. This agrees with tone of the respondents AD7 who commented as follows:

> "The different organization actors inducted or oriented about the organizations' mission and purpose for harmonious working relationships. However, this sometimes doesn't come to pass because of resources like time and finances. There is also an assumption about of some of the stakeholders considering that they are part of the university. The tendency is to think that they are aware of the mission and hence will work towards its achievement. However, most times, the reality is different as evidenced in the continuous conflicts among the different actors"

Key Informants revealed that despite the fact that the stakeholders were supposed to be occasionally oriented they however were not oriented on the university mission and the dynamics that surrounded it, thus stakeholders' missions' conflicts were inevitable resulting in strikes and active demonstrations for instance Kyambogo University had strikes in 2011, 2012 and 2015 as a result of stakeholder's disagreement. Indeed, literature suggests that organizations often employ policies, regulations, or practices to ensure that stakeholders align their conduct with the business strategy (Ebeguki et al., 2022). These mechanisms serve as frameworks to inspire and guide stakeholders, fostering a cohesive and coordinated approach in line with the overarching goals and strategies of the organization.

If a university's mission is not effectively communicated to its stakeholders, misunderstandings and divergent expectations can arise (Patricia, Lourdes, & Martin, 2017). Clear communication is essential for stakeholder engagement and support. Conflicting missions among stakeholders, such as faculty, administrators, students, and alumni, can lead to tensions and disagreements. The organization's mission can be conveyed to stakeholders, including staff members, through the

distribution of various materials such as videos, brochures, and engraved items like diaries and notebooks. Additionally, financial records, budgets, newsletters, internal reports, including labor relations contracts, business plans, and customer service agreements, serve as channels for communicating the mission. It's common for businesses to employ multiple methods to communicate their mission, as highlighted by Susi & Roziana (2019).

In response to sub-construct B7, where the statement is about conflicts within the university arising from conflicting stakeholder missions, the breakdown of responses is as follows: 1.2% strongly agreed, 81.7% agreed, 1.6% were neutral, 13.5% disagreed, and 2.0% strongly disagreed. The calculated mean for this sub-construct is 3.67, indicating a high level of agreement, while the standard deviation (SD) of 0.798 suggests minimal variation among respondents. This suggests that the majority of respondents (82.9%) acknowledge that conflicts within the university stem from conflicting stakeholder missions. This awareness positions them well to optimize their performance, given their focused understanding of the potential sources of conflicts.

This agrees with the fact that public organizations have different stakeholders who have divergent missions. The internal and external actors are able to affect the universities missions and other objectives, the quality of teaching, learning, research and other programs. The productivity of universities is highly dependent on its ability to relate well with their stakeholders. Stakeholders play a role is vital in supporting organization processes. Therefore, it's important to properly manage stakeholder relations and ensure that their missions are aligned to the institutional mission

In order to corroborate the responses from the questionnaires, an interview was carried out with top university administrators, guild presidents, and leaders of workers unions on whether university conflicts arise from conflicting stakeholder missions, and the following response was given;

'The university has its own mission and yet it has to work with other stakeholders for better performance. It also important to note that the different stakeholders have their own missions like students seek to attain their education at the best terms possible, the employees require to attain better working conditions and a better life while the local community would like to see services trickling from the university to the local community.'

When asked about how university conflicts arise from conflicting stakeholder missions and how this impacts institutional performance, one top manager AD 8 had this to say;

Ideally the university should work together with other stakeholders like students and staff because they are part of the institution. Usually, other stakeholders have their own objectives and targets to achieve. So, they end up working like in opposition to the university mandate. The students for example may want to achieve their mission and they want it as a priority. Students' welfare is a priority to the university but it's handled according to the planned activities.

When asked further about how conflicts and misunderstandings arising out of the mission of the university and stakeholder expectations, the following responses were made during interviews, A student guild official AD11, from one of the universities had this to say;

"This university doesn't have any clear structures of preventing or resolving conflicts. Most times they simply fire fight or apply force, or coercion to intimidate students rather than resorting to dialogue or peaceful ways of resolving issues like participatory decision making and mediation or dialogue".

Another interviewee AD14, who represents employees at the university senate said;

"The administrators are so scared of dialoguing. They are more of dictators and authoritarian in their approaches to resolving issues. For some of us who represent staff once we insist on pursuing employee issues then we are branded names like non performers and ones' services could easily be terminated once the university administrators think that you are a threat".

The above discussions notwithstanding, a few members urged that there were no university conflicts arising from conflicting stakeholder missions. One administrative staff AD5, when asked whether there were university conflicts arose from conflicting stakeholder missions said;

"An institution's mission will guide its actions however in analyzing the different stakeholder missions they are all striving for the same thing that is students' wellbeing and staff welfare, so surely the conflicts arise mainly out of failure to properly manage stakeholders. For example, most times the university management does not respect the other stakeholders like students and just think that students have to be told what to do not appreciating that the

students at the university are adults and staff need to participate and not simply be told what to do".

When asked about whether university conflicts are manifested in strikes AD 15 said:

"There have been a number of strikes from both students and staff members. If you have been following in the new in Kyambogo University in 2011 alone there were three strikes, in 2012 three strike and two strikes in 2015. Some of these strikes have been violent and have led to loss of lives and property, the reasons for striking include university fees policy, mismanagement of guild funds, delays in releasing exam results, being served breakfast minus bread, demands by the staff that the VC steps down, among other reasons"

AD13 had this to say:

"Conflicts are usually solved through strikes in public universities by students and lecturers because there is no alternative conflict resolution mechanism in place. There is no focal person to handle conflict and stakeholders have not been sensitized about alternative dispute resolution mechanisms"

"The university stakeholders include all of us, the administrators, the students, the staff members, the suppliers, the service providers, the staff unions, the ministry of education, parents, community, and government. They have their own missions or interests and it is not possible to say that they don't act under self-interest. Definitely they have their own agendas to achieve and pursue".

When respondents were asked whether university stakeholders act out of self-interest, the response

from AD13, was that,

"Since the different stakeholders have their own missions, they always only think about how to attain their own missions with little thought about the university as a whole like the learners always would like to have their concerns attended to minus any regard to university management explanation. The students and staff usually put across their needs at short notice and always give ultimatums yet their demands require resources like time and money."

"The different actors were given orientation or inducted about the university mission through various means. Students are oriented through the induction or admission ceremonies and during the orientation week; the staff induction is done to orient them about the organization; while governing councils are oriented through meetings of council and inductions. Other stakeholders like suppliers, community, politicians get to know about the university mission through social media"

Engaging in periodic reflection on the fundamental goals of the organization is essential to provide

stakeholders with direction, ultimately positively impacting their performance. A well-designed and

clear mission plays a crucial role in effectively setting objectives and ensuring the quality of plans'

formulation. It serves as a guiding force that aligns stakeholders with the organization's overarching goals and aids in the strategic planning process. In public institutions, there is clear division of roles politicians set the goals to be attained or implemented by the civil servants or technocrats in this case university management and the employees. The politicians put in place systems of accountability to ensure that the public officials are doing what is expected of them to meet the set goals or targets (David & Nakiyaga, 2021).

Public universities are regulated by the Ministry of Education and Sports, Ministry of Finance, Planning and Economic Development (Budget Monitoring and Accountability Unit (BMAU), 2018), Ministry of Public Service and NCHE (NCHE, 2023) for the case of Uganda and other regulatory bodies for different countries like Nigerian National University Council in Nigeria (Nwanmereni, 2020), CUE Kenya (Commission for University Educcation, 2023) and others as per appendix xiii. The goals are reviewed regularly and reports are sent to responsible politicians or ministers. It is believed that both politicians and public officials are goal oriented. In order to substantiate the findings, an interview session was held with one of the key respondents in one of the universities AD 7 explained as follows;

> "The university makes quarterly and annual reports and submits them to the parliamentary committee of parliament, the ministry of finance and education. Audit reports are also made annually and sent. It's upon these reports that management is summoned to explain and respond to queries raised or arising from the reports. This helps to ensure that university is on track in meeting the set goals for the period under review"

The interview inquired further about whether the goals set are usually realistic and achievable. To this the response was that;

> "Since goals are set collectively, they are achievable since they are owned by everyone and so everyone works to attain the goals. The politicians set targets, and design policies, and laws but this is done hand in hand with the public officials so it would be difficult to out rightly set unrealistic goals. Besides there is provision for the midterm review of the set goals so in case they are not realistic they can be revised or adjusted accordingly"

This agrees with belief that public institutions carry out participatory planning and goal setting. It matches the notion that the staff regularly make suggestions to the management for program improvement. This implies that university goals are made in consultation with all stakeholders including the employees. In order to corroborate the responses from the questionnaires, an interview was carried out with one of the deans of one of the universities and the following response was given;

> 'The process of setting university goals is a participatory one. They are drawn from the national development plan and the manifesto of the ruling party. The university secretary and planner inform the different departments or sections to send their section goals, plans and budgets for the next financial year and it's from that the university comes up with agreed upon goals for the next financial year'

When asked about how the participation in setting university goals impacts on employee performance, one top manager AD 6 had this to say;

> The employees will feel valued and so they work hard to deliver because they have been part of the setting of the goals. They would want to prove that they have set realistic and achievable goals. Unfortunately, sometimes their zeal is watered down by the limited resources of budget cuts. This means that they are unable to implement their set goals and subsequently impacting negatively on their performance.

The foregoing interview findings reveal that the mission and vision guides in setting goals for the university bearing in mind the goals set by the politicians or to be specific the line ministry. The mission goals and objectives of a particular university form part of its culture and has a significant impact on institutional performance once well aligned to the national goals.

The above discussions notwithstanding, a few members urged that there was no periodic reflection of the university goals and objectives. One administrative staff AD5, when asked whether there was periodic reflections on the goals of the university said;

> "There is no systematic reflection on the university's goals by the various actors as each works at achieving their own goals. If they worked together there would be more development in the university than what is seen right now and advanced than what is seen

right now. I call this stagnation not growth because there has been no substantive improvement on the university apart from the increase in numbers".

These conflicts divert resources and energy away from productive endeavors. Conflicting stakeholder missions can manifest in strikes and protests, disrupting the regular functioning of the university. Strikes can lead to missed classes, academic delays, and reputational damage. Stakeholders with diverse identities and interests may pursue their individual agendas, which may not align with the university's mission. This fragmentation can hinder collective efforts and stall progress. Without a clear system for engaging stakeholders, universities can miss out on valuable input and collaboration opportunities. This can lead to uninformed decision-making and suboptimal outcomes. If stakeholders primarily act out of self-interest rather than a shared commitment to the university's mission, this can lead to conflicting priorities and limited cooperation. Lack of consensus on fundamental values and goals among stakeholders can create tensions (Majekodunmi, 2020). Regular consensus-building exercises can help align stakeholders' understanding and commitment to the university's mission. Without regular orientation and engagement sessions, stakeholders may lose sight of the university's purpose. Periodic reminders of the university's core mission can help maintain stakeholder alignment and commitment (David & Nakiyaga, 2021).

To conclude, Table 4.10 reveals the respondents' scored average mean value on the status of stakeholder mission conflicts on institutional productivity in public universities in Uganda as 3.89 while the standard deviation was 0.595 and the variance is 0.771 which shows that the sample was homogeneous. The implication is that the status of stakeholder mission conflicts on institutional productivity in public universities in Uganda was satisfactory, and there was not much variation in the responses. It may be deduced from the findings from table 4.10 that mission conflict have a significant association on institutional performance on public universities. Therefore, organizational

politics when enhanced through mission conflicts has a positive impact on institutional productivity in public universities.

4.4.1. Regression Analysis showing the relationship between stakeholder Mission conflicts and institutional productivity in selected public universities in Uganda

In determining the influence of stakeholder mission conflicts and institutional productivity in public universities in Uganda a regression analysis was taken (Table 4.11). The outcome shows that mission conflicts contribute 19.5% to institutional productivity. The research findings further show that the mission conflicts affect institutional productivity in selected public universities in Uganda by 3.8%. This implies that a unit increase in mission conflicts improves institutional productivity by 3.8% and it is significant (P= 0.002) meaning stakeholder mission conflicts are a significant determinant of institutional productivity in public universities in Uganda. This implies that a mission conflict contributes 3.8% to institutional performance. This shows that Mission Conflicts are a significant factor determining institutional productivity.

Table 4.11. Model summary of the effect of mission conflicts on institutional productivity in selected public universities in Uganda

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.195ª	.038	.034	.28964	.038	9.929	1	250	.002
a. Predictors: (Constant), Mission Conflicts									

Source (Field Data, 2018)

At the univariate regression level, it was observed that mission conflicts have a positive impact on institutional productivity. Specifically, a unit increase in mission conflicts corresponds to a 3.8

increase in institutional productivity. This suggests that moving one step along the Likert scale (agreement) is associated with a proportional vertical movement along the Likert scale.

In the univariate model, mission conflicts explained 3.8% of the variation in institutional productivity, as indicated by the R-square value. According to the analysis, mission conflicts contribute to a 19.5% influence on institutional productivity. The correlation analysis assessed the association between mission conflicts and institutional productivity, revealing a significant moderate association of 19.5%. This implies that agreement or disagreement on parameters related to mission conflicts linearly corresponds with responses regarding institutional productivity. Therefore, the hypothesis (Ho) stating that mission conflicts have no relationship with institutional productivity in selected public universities in Uganda is rejected.

4.5. Stakeholder Involvement and Institutional Productivity

This section explores the interpretation, analysis, and discussion of the research findings pertaining to the second objective, which sought to understand the impact of stakeholder involvement on institutional productivity in public universities. The insights, derived from structured interviews and documentary reviews, are elaborated below, presenting a variety of perspectives as summarized in Table 4.12.

Table 4.12: Descriptive statistics showing the respondents' opinions regarding stakeholder Involvement and Institutional Productivity

S/n	Indicators	SD 1	D 2	N 3	A 4	SA 5	Mean	S.D	Comment
D1	The university promotes accountability to the different actors	1(.4)	51 (20.2)	3 (1.2)	197 (78.2)	00	3.57	.822	High
D2	The university ensures that the stakeholders are involved in decision making	18 (7.1)	49 (19.4)	00	184 (73.0)	1 (.4)	3.40	1.034	High

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D3	Different actors are invited to participate in university activities	12 (4.8)	34 (13.5)	2(.8)	204 (81.0)	00	3.58	.896	High
D4	Stakeholders are empowered to meaningfully participate in the affairs of the university	10 (4.0)	42 (16.7)	1(.4)	195 (77.4)	4 (1.6)	3.56	.924	High
D5	Stakeholders are involved in decisions making in the university	7(2.7)	29 (11.5)	1(.4)	203 (80.6)	12(4.8)	3.73	.832	High
D6	Management deliberately encourages teamwork.	5(2.0)	33(13.1)	2(.8)	196 (77.8)	16(6.3)	3.73	.840	High
	Average Mean and S.D Percentage / Variance	**8.8 3.5**	**39.7 15.7**	**1.5 0.6**	**196.5 78**	**5.5 1.19**	**3.595**	**0.891 .944**	**High**

Source (Field Data, 2018)

Adherence to democratic principles like electing their leaders, representation, participation, accountability and transparency, where stakeholders are involved in the operations of public universities ensures the realization of institutional productivity as envisaged in the university mission. There is never the less the possibility of university managers engaging in undemocratic practices that foster organizational conflict and therefore impact negatively on institutional productivity in terms of teaching and learning, research and publications and engagement in community outreaches.

In regard to the first sub construct (D1) which was stated as, "the university promotes accountability to the different actors". Table 4.12 displays the distribution of responses, with 78.2% in agreement, 1.2% expressing neutrality, 20.2% in disagreement, and 0.4% strongly disagreeing concerning the impact of stakeholder involvement on institutional productivity. The computed mean for this sub-construct is 3.57, indicating a very high level of agreement, while the standard deviation (SD) of 0.822 suggests minimal variation among respondents. In order to substantiate the quantitative data, interviews were carried out and similar feedback was given. This implied that the university

promotes accountability to the different actors. When one of the managers was asked about whether the university promotes democratic principles, he said that;

> "Uganda is a democratic country and so the university has no choice but to incorporate some of these democratic values into university values like transparency, accountability, participation, and equality. These are values that may not all be written down as core values but they certainly guide the decisions and actions of the university community"

Another manager AD6 when asked about whether the university follows democratic principles had this to say;

> "In the university where most people are educated and know their rights, you cannot simply impose ideas on them. Even in meetings decisions are arrived at through consensus. Heads of departments, and deans are elected by employees after going through an election process".

Two interviews AD 5 & AD 13 held similar views about whether the university practiced democratic principles like accountability said;

> "Yes, the university seems to adhere to democratic principles like accountability but so far this is wanting based on the reports received from the auditor general's office that are always questioning the accountability given and calling for accountability to be made by the universities. The parliamentary committees are also always faulting public universities on accountability issues so I think a lot needs to be done in the area of accountability"

Most public enterprises have control and responsibility of activities carried out through the procedures in place like the legal, administrative and political which are democratic principles. The principles of good governance are also promoted in the country since Uganda subscribes to African Union and United Nations which emphasize good governance among its member states. It is clear that accountability is embedded in all democratic values which include fairness, participation, equality, responsiveness, plurality and rule of law. Politically when public officials like university employees do wrong actions or are negligent in their work, the consequences of such actions or inactions include budget cuts, ordering for freezing of accounts, facing the parliamentary committees to answer queries, audits. Such actions may lead to judicial proceedings against the concerned

employee. It is therefore right to assert that public universities have embraced a democratic culture and this enhances employee productivity.

As per Table 4.12, in sub-construct D2, which examines the statement "the university ensures that stakeholders are involved in decision-making at all stages," responses are as follows: 0.4% strongly agreed, 73% agreed, 19.4% disagreed, and 7.1% strongly disagreed. The computed mean for this sub-construct is 3.40, indicating a high level of agreement, while the standard deviation (SD) of 1.034 suggests significant variation between respondents. It's worth noting that democratic values are emphasized during the election of faculty deans and heads of departments. According to one respondent (AD2), management highly values stakeholder involvement in shaping university governance. One respondent (AD2) revealed that;

> "In our university, participation takes the form of a structured planning process that begins at the department level and progresses through the faculty before the entire process is presented in the senate. This approach ensures that stakeholders are actively engaged in decision-making and planning at various levels within the university hierarchy. Additionally, some positions in the university are not appointed are obtained through a transparent electoral process like deans and heads of departments are elected by members of staff. These elections also apply to staff association heads".

The Bursar in one of the universities when asked about how participation was done during the budgeting process, he had this to say:

> "The budgeting process here is bottom-up meaning that it is consultative and participative involving all stakeholders in the university. The departments consult the section heads, who also consult the staff within their sections. The section plans and budgets are consolidated and shared at top management level where all departments bring their budgets and plans together and then discussed before coming up with one document for the entire university".

A member of the local community had this to say:

> "Involvement is done half hazardly, we are invited usually to the university functions to make brief remarks and welcome the guest. After the functions no other involvement is done. We have ideas and concerns about the university which can help the university shine because we cherish our university but there is no clear for a where we are organized to share our views and opinions"

The substantial agreement (96.6%) among respondents indicates that management ensures stakeholder participation at all decision-making levels. This shared perspective suggests that stakeholders are well-positioned to optimize their performance, as participation is regarded as a value of democracy and good governance within the country and is upheld by the university.

Stakeholder involvement in institutional decision-making holds a strategic position in the hierarchy of needs, as emphasized by Irawanto (2015). While participation may pose challenges for stakeholders, it concurrently serves as a motivating factor. Irawanto (2015) highlights that the participation of all actors is crucial for the successful implementation of new management strategies. The concept that successful ideas require group participation, particularly from those benefiting from decisions, aligns with democratic principles, where decision-making often follows majority rule (Omisore & Nweke, 2017).

Zubair et al. (2015) highlight that the extent of lower cadre staff participation in decision-making differs among institutions. However, research consistently demonstrates a positive correlation between participation and increased productivity. In cases where stakeholders feel excluded or disagree with the strategy formulation, there is a risk of active sabotage during implementation. Zubair et al. also identify specific groups within the organization that may disregard and undermine the strategy if they anticipate negative impacts on them.

The literature review supports the idea that involving employees in decision-making is a worthwhile risk, resulting in dedication, commitment, and improved outcomes in terms of both quality and institutional productivity (David & Nakiyaga, 2021). This aligns with the findings in Table 4.12, sub-construct two (D2), where the majority of respondents (97.7%) agreed that staff are involved in

decision-making. Success is achieved by treating people as partners, especially employees who share core values with the organization, understand and appreciate the business mission and vision, aligning them with their individual missions or values.

The involvement of university stakeholders in decision-making is indeed worth the risk, leading to dedication, commitment, and enhanced results both in terms of quality and institutional productivity. This affirmation is consistent with the study findings in Table 4.12, sub-construct two (D2), where a significant majority (97.7%) of respondents agreed that staff are actively engaged in decision-making processes. Success is achieved through the engagement of partners who share core values with the organization, understand and appreciate the business mission, aligning it with their individual missions or values. This underscores the positive impact of stakeholder involvement in decision-making on institutional productivity in public universities in Uganda.

However, some respondents alluded to the fact that involvement is not done in a satisfactory manner. AD11 said;

> "For one to say involvement is being done then, all stakeholders should be involved in the decisions made but, in this university, consultations are done only with a small section of individuals, leaving out a bigger percentage of stakeholders not involved. Sometimes different sections of people are consulted at the last minute and done without giving enough information to enable meaningful contributions".

In consultative management, the involvement of diverse actors is crucial as it requires these actors to first comprehend a problem and collaboratively decide on the appropriate solution. Three fundamental concepts arising from this perspective involve taking responsibility, engaging intellectually and passionately, and cultivating appreciation for outcomes in organizational performance (Badubi, 2017). Scholars posit that active participation and collaborative consultation

among managers, department heads, and lower-level employees establish a shared foundation for addressing emerging issues toward a collective solution

Active stakeholder involvement in decision-making plays a pivotal role in achieving comprehensive and agency-driven solutions due to the diverse information contributed from all hierarchical levels. When staff members effectively participate in the decision-making process while aligning with their personal goals, they develop an appreciation for the organization's goals (Ibua, 2014). Regarding employees' personal goals, respondents acknowledged that the participatory process is expected to lead to individual commitment, which, in turn, fosters institutional commitment. Therefore, hindering participation should be avoided. When some respondents were asked about the impact of involvement of stakeholders AD4 said,

> "Much as involvement is good and effective in bringing everyone on board. It should be done with a lot of care as it may lead to unnecessary delays especially when everyone has to be consulted before decisions are made. It should be noted that the different stakeholders have their own agendas and missions which at times differ from the universities core values so they are not expected to whole heartedly support the university mission. So, a lot of care has to be taken".

Regarding staff participation, it was observed that several variables influence the connection between staff members' participation in decision-making and organizational climate, notably well-organized teamwork and effective communication. Scholars have sparked renewed interest in encouraging participation for all stakeholders within any organization for success to be achieved (Bashir, 2015). This is because stakeholder participation in the decision-making process enhances their commitment, taps into their potential for performance, and consequently improves efficiency and productivity (Kok, Lebusa, and Joubert, 2014). This perspective aligns with the assertions of David & Nakiyaga (2021) and Soni (2015), emphasizing that stakeholder involvement in decision-making leads to enhanced performance and commitment to the institution.

In Table 4.12, under sub-construct D3, which states that "different actors are invited to participate in university activities," 81% of respondents agreed, 0.8% were neutral, 13.5% disagreed, and 4.8% strongly disagreed. The mean for this sub-construct is high at 3.58, indicating agreement among respondents, with a relatively low standard deviation of 0.896, suggesting minimal variation.

Qualitative findings indicated that staff members are motivated and willing to serve, including mentoring others. This suggests that most respondents agree that various actors are invited to participate in university activities (81%). Such inclusion fosters a sense of ownership and responsibility toward the organization, making stakeholders feel valued and willing to take on more responsibilities (Kee Au, 2016). This aligns with the concept of commitment and empowerment, as stated by Ibua (2014), where stakeholders, when committed, feel empowered and have the authority, initiative, and ability to contribute to the institution's success.

Latham (2017) suggests that employee involvement in goal setting increases the likelihood of goal acceptance, though involvement alone may not lead to improved performance. This is consistent with the findings of sub-construct D3, where 81% of respondents agreed that different actors are invited to participate in university activities. This implies that most respondents feel a sense of ownership in the outcomes of decisions made by the management. The active involvement of different actors ensures that their views contribute to the improvement of the program. To support both measurable data and qualitative findings, it was revealed that staff members participate at all levels of decision-making as seen from AD4's response below;

> "The different actors are interested in the success of the institution but they simply just need to be guided on how to participate. Once they are invited, they come, and when they come, they still need to be guided on how to participate. This however, is not the case with many universities. In most cases the employees are busy with their routine duties."

Another top manager AD 13 had this to say:

"The university council is representative of all categories of stakeholders that is the students, the employees, the local community, politicians, representatives from the business community, representatives from the ministry of education and sports. These are all free to air out their views and opinions concerning any matter touching the university or the constituency they represent".

In consultative management, the involvement of diverse actors is crucial as it requires these actors to first comprehend a problem and collaboratively decide on the appropriate solution. Three key concepts that emerge from this approach include accepting responsibility, intellectually and passionately participating, and fostering admiration for results in organizational performance (Badubi, 2017). Scholars argue that active involvement and joint consultation among managers, department heads, and lower cadre employees create a common ground for addressing emerging problems towards a shared solution.

Active stakeholder involvement in decision-making plays a pivotal role in achieving comprehensive and agency-driven solutions due to the diverse information contributed from all hierarchical levels. When staff members effectively participate in the decision-making process while aligning with their personal goals, they develop an appreciation for the organization's goals (Ibua, 2014). Regarding employees' personal goals, respondents acknowledged that the participatory process is expected to lead to individual commitment, which, in turn, fosters institutional commitment. Therefore, hindering participation should be avoided.

Inviting stakeholders to participate in the university activities, the different actors are allowed to elect their leaders. The respondents were asked about whether the different actors are allowed to elect their leaders, and the response from AD3 was that;

> "The different groups and associations within the university elect their own leaders like the students' guild, staff unions, deans are all elected democratically. The students' guild elects leaders annually, while the deans are elected after every five years".

Two interviews AD 5 & AD 13 held similar views about whether the university practiced democratic principles like accountability said;

> "Most times accountability is done by the university because it's a prerequisite to getting more funds. As for democratic principles, the management is more authoritarian in their approaches and do not adhere to democratic principles for example they would rather use coercion and force to quill strikes than apply dialogue, the administrators don't encourage participation among all stakeholders, there is no freedom of expression any contrary voices are seen as threats and seriously crushed"

In sub-construct D4, which addresses the empowerment of stakeholders to meaningfully participate in the affairs of the university, 77.4% of respondents agreed, indicating a high level of agreement. This consensus among respondents suggests a positive atmosphere where stakeholders feel empowered to contribute meaningfully to the university's affairs. The minimal variation in responses, as reflected by the standard deviation of 0.924, further supports the coherence of opinions among the participants. To validate and enrich these quantitative findings, structured interviews were conducted with key university figures, including vice chancellors and academic registrars, providing a more comprehensive perspective on stakeholder empowerment and participation in university affairs. When asked how stakeholders are empowered to meaningfully participate in the affairs of the university the response was that;

> "The planning process commences at the departmental level, where individual departments formulate their recommendations. These recommendations are then submitted to the faculties, accompanied by evidence of board resolutions. As a crucial step in the planning hierarchy, meetings are prioritized at the departmental, faculty, and management levels to discuss and finalize the planning details, the budgeting process is bottom up".

The majority of respondents agree that stakeholders consistently provide suggestions to management for program improvement and take initiative in carrying out their duties (77.4%). This consensus indicates that they are focused and in a better position to maximize their performance. When

stakeholders across all levels believe that they have a say in decisions that affect their work and understand the direct connection between their work and the organization's goals, it fosters a sense of contribution. Organizations can achieve this by relying on informal, voluntary, and implicit control systems rather than solely depending on formal, explicit, and structured control systems.

Planning is a crucial aspect for both profit-making and non-profit organizations. It serves as a roadmap to achieve future goals. The paradigm shift towards stakeholder involvement in the planning process, making it more flexible and results-oriented, aligns with the modern approach of bottom-up collaboration, where employees play a vital role in strategy execution (Cilliers & Timmermans, 2014). Involving stakeholders, especially employees, is considered imperative for successful strategy implementation (David & Nakiyaga, 2021). This aligns with the findings in Table 4.12 under sub-construct D5, where 20.6% of respondents mentioned that some stakeholders are not actively participating in the planning process. This lack of involvement can impact morale and attitudes, hindering the ownership of the strategic planning process by certain stakeholders. It's essential to address these gaps to ensure comprehensive engagement and commitment from all levels of the organization. Structured consultations with top managers were conducted to corroborate the measurable data. When asked about whether employees are involved in setting goals, AD6s' response provided further insights;

> "Stakeholder participation, particularly from staff members, is facilitated through departmental or section meetings. The budgeting process, being participatory and inclusive from the bottom up, further ensures that staff have a say in planning and budgeting activities. This approach promotes a collaborative and transparent decision-making process within the organization".

This indicates that a majority of respondents agree that staff are involved in setting goals for the institution (72.3%), enabling them to enhance their performance by staying focused. Involving stakeholders in creating the mission and vision for the organization has a positive impact. Scholars

argue that minimal involvement of employees poses a risk of them lacking attachment to the organization, potentially leading to betrayal of its purpose, vision, and mission (Ebeguki et al, 2022). Engagement of university stakeholders is crucial in the attainment of university goals.

According to Table 4.12, it is revealed that, on the fifth construct (D5) - "stakeholders are involved in decision-making," 4.8% strongly agreed, 80.6% agreed, 0.4 were neutral, 11.5% disagreed, and 2.7% strongly disagreed. The mean for this sub-construct is, 3.73, therefore, meaning that it is high, while the SD was 0.832, meaning that there was not much variation between respondents. The analysis of interview data from some key respondents revealed different views on the findings in Table 4.12 for instance AD 12 who said that;

> "The university involves stakeholders in planning and budgeting process, through bottom-up planning and budgeting process, in policy formulation, in decision making and in "The fact that the university involves her stakeholders in decision making is a myth because decisions are made by management and the students are simply brought in to rubber stamp. Students are not involved in key decisions like development of new courses, planning and budgeting, community engagements and selection of bursary beneficiaries"

The university secretaries from three of the universities had this to say in response to whether stakeholders are involved in decision making AD4, AD5 & AD6 held similar views;

> Stakeholder are involved in a number of ways, one they (management, employees, students, MoES, NCHE, Community, local government representative) are part of the university governing councils. Staff and student associations are in place and they make regular reports to the university councils.

Members of the staff associations had a contrary view from whether stakeholders are involved AD14 said,

> "Apart from having staff and student representatives on the boards and university councils, very little is done to involve the stakeholders in key decision-making. Besides there is no mechanism in place to ensure the student and staff representatives are effectively representing their constituencies by giving feedback and collecting their members' views and

opinions for sharing with the university council. The meeting agendas are not done in consultation with the stakeholders"

The study findings concur with reviewed literature which asserts that involvement of stakeholders leads to ownership of the programs and gives them greater possibility of success since the stakeholders have a sense of pride that their input and views are valued. Enyinna and Ndugbu, (2014) urges that when positive organization politics is applied where all stakeholders are involved and politics focuses on attaining individual, group and organization interest, it results into institutional productivity as conflicts are minimized and peace instead promoted (David & Nakiyaga, 2021; Ebeguki et al., 2022).

When it came to sub-construct number six (D6) under Table 4.12, which states that "stakeholders are involved in decision-making in the university," 33.8% strongly agreed, 56.4% agreed, 2.0% were neutral, 6.4% disagreed, and 1.4% strongly disagreed. The mean for this sub-construct is, therefore, 4.15, meaning that it is very high, while the SD was 0.8, indicating that there was much variation between respondents. Being part of the team means that one is part of the outcomes of the decisions. During interviews, it was revealed by one of the administrators AD5 when asked about how involvement in decision making affects institutional performance his response was;

> "Staffs are involved in pursuit of the mission when involved in the decision making and their participation makes them perform better. This helps in promoting teamwork among the employees and brings about ownership of the decisions made".

This indicates that most respondents believe stakeholders are actively involved in the decision-making processes of the university (85.4%) and are willing to support the management in achieving their goals and targets. In a team-oriented environment, emphasis is placed on collaborative efforts toward common goals, fostering a sense of mutual accountability among all employees. According to Khan (2015), organizations function more effectively when key values are shared among a significant percentage of members, with employees outnumbering the management team. Therefore,

employees need to align with the organization's promoted conduct to stay motivated and enhance team output.

Managers find great value in maintaining the institution's core values, shaping a common culture throughout the organization and setting the standard. Khan (2015) emphasizes that the leadership should internalize and appreciate the culture that inspires the organization to facilitate the successful implementation of new programs and activities. Without alignment with the organization's way of doing things, the execution of fresh initiatives becomes challenging.

Much as it's good to have stakeholders involved as seen from the responses above. It's worth noting that not all stakeholders will be involved at the same level. The employees as stakeholders are more involved in the running of the institution. One respondent noted that,

> "It matters which stakeholders are being involved at what level, students are involved but to a certain extent, the employees are fully involved because they are part of the running of the university. Otherwise, you don't expect to have the local community, politicians and parents to be involved in every decision making then there will be a crisis".

The challenge is that public universities have bureaucratic systems and sometimes think that involvement should follow well laid down structures yet for some stakeholders the best form of involvement is the adhoc manner for effective results (Huzzard, 2021).

In Table 4.12, the findings regarding the sixth item (D6) on teamwork management indicate that 6.3% strongly agreed, 77.8% agreed, 0.8% were neutral, 13.1% disagreed, and 2% strongly disagreed. The mean for this sub-construct is 3.73, signifying a high level of agreement, while the standard deviation (SD) of 0.840 suggests minimal variation between respondents.

Qualitative responses highlighted the significance of teamwork, with examples such as staff participation in various university committees and annual party activities contributing to team building. This suggests that a substantial majority of respondents are aware of the university's efforts to encourage teamwork (84.1%), which, according to the literature, is a characteristic of effective organizations (Ebeguki et al., 2022). The institution relies on collaborative efforts to enhance employee output.

Furthermore, the study revealed that 93.9% of respondents agreed that the university has a system in place that encourages teamwork among stakeholders. This underscores the deliberate efforts of the institution to foster teamwork, aligning with the literature that emphasizes the importance of teamwork for organizational success (Majekodunmi, 2020). It's essential to recognize that successful teams require intentional planning and management. The research suggests that the institution has actively implemented systems to promote teamwork, recognizing the balance between collective efforts and individual contributions for achieving exceptional results.

Coalition building is key in ensuring success in realizing institutional productivity as well as its acceptance by the stakeholders. This is a role that public university management ought to utilize to facilitate decision making. This indicates that a majority of respondents agree that shared beliefs within the university facilitate management in reaching a consensus on critical issues. In organizations where shared beliefs are prevalent, there is a greater likelihood of consensus on crucial matters, contributing to improved work output by minimizing conflicts. Interviews conducted as part of the research further confirmed the importance of shared beliefs in the university context, emphasizing how they contribute to management's ability to reach a consensus on critical issues.

One of the top administrators made the following response when asked about whether shared beliefs help the university to reach consensus,

> "Shared beliefs in the university facilitate quick decision-making, identification of gaps for necessary action, and reduce communication gaps. These shared beliefs are instrumental in helping management reach a consensus on critical issues"

Coalition building proves to have a significant impact on institutional productivity in public universities in Uganda. Achieving consensus among members on critical issues fosters a harmonious work environment, characterized by voluntary efforts to find mutually acceptable resolutions (Buijs & Langguth, 2017). The importance of consensus-building aligns with the research findings indicating that shared beliefs within the university contribute to management's ability to reach agreement on critical issues. A substantial 92.9% of respondents affirmed this, highlighting that organizations fostering consensus are better equipped for improved work output, reduced conflict, and its detrimental consequences.

Recognizing the importance of capacity building and stakeholder development, a human resource manager from one of the universities emphasized the institution's commitment to enhancing the capabilities of its stakeholders.

> Enhancing stakeholder capacity is achieved through internal seminars, conference participation, and continuous education, aligning with the staff development policy. The university facilitates skill acquisition by providing opportunities for staff to gain expertise. Additionally, the institution benefits from government scholarships, supporting academic staff and students in their educational pursuits. The other stakeholders are invited for skilling programs and sensitization meetings".

Another interviewee AD10 said,

> "We are aware that the university plans for staff development every year but how far does it go in implementing the plans and budget. We are always told that the university has no funds or has experienced budget cuts. Besides we do not understand the criteria used to select the "lucky" few who go for training. It seems these are political rewards, or favors given to loyal staff".

Another interviewee AD8 said;

> "The university's claim that invests in the development is has no truth or evidence to back up the claims in this university. The staff associations are not facilitated to do research or to publish, there are limited resources set aside for this purpose moreover this has affected the university's rankings on the webometrics. The university hardly seeks the views of the students or the other stakeholders"

Management ensures effective communication of expectations to stakeholders, fostering clarity in university departments. The study's key informants highlighted transparent communication channels, reinforcing a clear understanding of expectations among stakeholders AD4 said;

> "It is true that the university has staff development programs however there are limited programs aimed at capacity building of stakeholders. There are hardly any programs to build the capacity of the other stakeholders like the community, and others. This is mainly due to limited resources. Hence the communication between university and her stakeholders is normally basic out of necessity"

The high percentage (92.2%) suggests that most respondents acknowledge the university's substantial financial investment in stakeholder capacity building, aligning with the institution's goal of delivering services at the forefront. Capability development, involving continuous investment in enhancing the skills of employees and other stakeholders, ensures sustained competence and responsiveness to organizational demands. This focus on capacity development contributes to transformative attitudes among employees, fostering desired outcomes aligned with institutional goals.

Stakeholders in universities are increasingly seeking not only capacity development programs but also tangible value additions from the organization. While capacity development programs, especially in terms of further studies, are a common focus among universities (moreover for selected courses like oil and gas especially after the discovery of oil in Uganda) of the staff members not all stakeholders (Namutebi, 2006), there is a growing interest in enhancing value for stakeholders.

Implementing simple strategies can effectively contribute to value addition, even with limited resources (moreover for selected courses like oil and gas especially after the discovery of oil in Uganda) of the staff members not all stakeholders (Namutebi, 2006).

So, based on the responses and analysis, it seems like there's room for improvement in stakeholder involvement and institutional productivity in public universities in Uganda. The average mean value of 3.595 indicates a middling level, and the standard deviation of 0.891suggests a relatively consistent view among the respondents. Addressing the identified areas of concern could potentially enhance institutional performance.

The regression analysis suggests that stakeholder involvement has a limited impact on institutional productivity in the selected public universities in Uganda. The correlation of 11.3% indicates a relatively weak relationship, and the contribution of stakeholder involvement to institutional productivity is only 1.3%. This means that other factors beyond stakeholder involvement might be influencing institutional productivity in a more significant way.

It's interesting to note that the findings align with empirical literature, emphasizing that involvement of stakeholders in decision-making can lead to dedication, commitment, and improved results, but it might not be the sole determinant of institutional productivity. The complexity of factors influencing productivity in a university setting is likely multifaceted. However, AD5 revealed that,

> "Despite that fact that stakeholders should be involved in decision making, decisions were made with only few considerations and consultations with selected individuals and ignored majority of the stakeholders. He emphasized the need for collective decision making to enhance unity, ease goal achievement and accountability, it was noted that stakeholders felt valued and enhanced their commitment to goal achievement and thus productivity. Limited resource hindered the delivery process coupled with corruption and systematic bureaucracy. This resulted to stagnation of the university development process. There is need to have the mission statements and value statement be made simple, practical and in the language all stakeholder would understand".

Literature indicated that there has been a vibrant move by scholars in encouraging participation for all stakeholders to achieve success in any organization (Alapo, 2018; Kasaya and Munjuri, 2018; Yang et al., 2018). The literature certainly highlights the potential benefits of stakeholder involvement in decision-making, emphasizing increased commitment, enhanced performance, and improved efficiency and productivity. However, it's interesting that despite these recognized benefits, the regression analysis in the study on Ugandan public universities suggests a limited impact of stakeholder involvement on institutional productivity.

This could lead to some intriguing questions and considerations. For instance, are there specific contextual factors or unique challenges within the university setting in Uganda that might be influencing this relationship? Additionally, how are the dynamics of stakeholder involvement and decision-making structured within these institutions?

Understanding the nuances of these factors could provide deeper insights into the relationship between stakeholder involvement and institutional productivity in this specific context. It's always fascinating to explore how theoretical concepts align with or diverge from the practical realities of organizational dynamics (Matthews & Dollinger, 2023).

Stakeholder theory posits that organizations, including universities, should consider the interests and perspectives of all individuals or groups that have a stake in the organization's activities and outcomes. Equally the concept of stakeholder theory is integral to understanding how universities can promote accountability, engage various actors, and enhance decision-making processes through involving stakeholders in different aspects of university operations (Langrafe, Barakat, Stocker, &

Boaventura, 2020). Nevertheless, a top manager AD7 expressed a viewpoint cautioning against excessive stakeholder involvement he said;

> "While acknowledging the importance of involving stakeholders, the manager emphasized the need for careful consideration. Human nature tends to prioritize individual interests over those of the institution, particularly when money and power come into play. Even individuals with good intentions may make decisions that safeguard their personal finances or maintain their standing with their constituents".

Stakeholders may not fully represent the issues of the organization. They often belong to specific interest groups, potentially promoting extreme perspectives. Terms like 'all stakeholders' or 'relevant stakeholders' are subjective and can be misleading, reflecting a value judgment. Many stakeholders are driven by their interests and may resist accepting clear evidence from scientific analyses if it contradicts their beliefs. The diversity and multitude of stakeholders involved in a process can lead to trivial or inconclusive outcomes, especially when seeking consensus without common interests or values. Such processes may conclude with vague statements lacking concrete meaning, resulting in a deadlock. Stakeholders may not fully represent the broader population affected by a risk or decision in risk management. They often belong to specific interest groups, potentially promoting extreme perspectives. Terms like 'all stakeholders' or 'relevant stakeholders' are subjective and can be misleading, reflecting a value judgment. Many stakeholders are driven by their interests and may resist accepting clear evidence from scientific analyses if it contradicts their beliefs (Renn 2015).

The diversity and multitude of stakeholders involved in a process can lead to trivial or inconclusive outcomes, especially when seeking consensus without common interests or values. Such processes may conclude with vague statements lacking concrete meaning, resulting in a deadlock. In some cases, stakeholders might exploit the involvement process to obstruct or delay regulatory action, prioritizing personal interests over the public good. In some cases, stakeholders might exploit the

involvement process to obstruct or delay regulatory action, prioritizing personal interests over the public good (IRGC. 2017).

Reviewed literature revealed that promotion of accountability, active participation, and effective engagement of stakeholders in various aspects of a university's operations can have a profound impact on the institution's overall performance and success. When a university promotes accountability to its stakeholders, it establishes a culture of transparency and responsibility. This involves clearly defining roles, expectations, and outcomes for different actors, such as faculty, administrators, students, and external partners. Accountability ensures that each stakeholder understands their contributions to the university's mission and goals, fostering a sense of ownership and commitment (Moses, Elijah, Tanko, & Pilika, 2022).

The study established that involving a diverse set of actors, including faculty, students, alumni, industry partners, and community representatives, in university activities enhances collaboration and innovation. This was in line with reviewed literature that indicated that this approach facilitated multidimensional exchange of ideas, skills, and perspectives, contributing to the development of well-rounded educational and research programs. Engaging stakeholders in decision-making processes enables the university to leverage their expertise and insights (Nwanmereni, 2020). Thus, when stakeholders have a voice in shaping policies and strategies, their buy-in and commitment increase, leading to more effective and well-informed choices that align with the institution's mission

The study established that by investing in the capacity building of stakeholders, the university enhances their skills, knowledge, and capabilities. This was in line with reviewed literature that noted that empowerment enables stakeholders to contribute more effectively to the university's

objectives, leading to improved performance in teaching, research, community engagement, and other key areas (Eddiebal, 2022).

Ensuring that stakeholders are well represented in the university council enhances shared governance and decision making. Including diverse perspectives and voices at this level of authority helps prevent one-sided decision making and fosters a sense of inclusion and collective ownership. Incorporating these practices can lead to a more robust and dynamic university ecosystem. It fosters a sense of shared responsibility, collaboration, and alignment among stakeholders, ultimately contributing to improved institutional performance, reputation, and the fulfillment of the university's mission. KII noted that the university followed due democratic process in decision making however they were tacked by corruption, bureaucracy and lack of fairness being open to political manipulation and negative organizational politics.

This was in line with reviewed literature that insisted that when stakeholders are not involved in decision-making processes, decisions may lack diverse perspectives and insights. This can lead to uninformed choices, missed opportunities, and a lack of ownership among those affected by the decisions. Stakeholders' expertise and understanding of the university's context can contribute to better-informed choices and decisions that align with the institution's mission and goals (Majekodunmi, 2020).

The study from the results of KII established that when stakeholders are not empowered to participate meaningfully in the university's affairs, they may feel disengaged and undervalued. This aligned to literature review that insisted that empowerment involves providing stakeholders with the authority, resources, and information needed to contribute effectively. When stakeholders lack

empowerment, their potential contributions may be underutilized, leading to missed opportunities for innovation and improvement (Vincent, 2021)

A lack of encouragement for teamwork and collaboration among stakeholders can soil efforts and fragmented initiatives. Teamwork fosters the sharing of knowledge, skills, and resources, leading to enhanced problem-solving, creativity, and efficiency. Without a culture of teamwork, duplicated efforts and conflicts between stakeholders can arise, hindering the university's overall productivity (Ebeguki et al, 2022)

Results from KII noted that allowing different actors to elect their leaders without clear criteria and guidelines can result in inconsistent leadership quality and alignment with the university's goals. Equally literature review noted that effective leadership is crucial for setting direction, coordinating efforts, and promoting stakeholder engagement (Nwanmereni, 2020). Thus, the study established that decentralized leadership selection may lead to leaders who do not prioritize the university's mission or represent the best interests of all stakeholders.

To conclude, Table 4.12 reveals the respondents' scored average mean value on the status of stakeholder involvement on institutional productivity in public universities in Uganda as 3.595 while the standard deviation was 0.891 and the variance is 0.944 which shows that the sample was homogeneous. The implication is that the status of stakeholder involvement on institutional productivity in public universities in Uganda was not satisfactory and there was no much variation in the responses. It may be deduced from the findings from table 4.12 that involvement doesn't have a significant association on institutional performance on public universities. Therefore, organizational politics may not be enhanced through involvement in public universities.

4.5.1. Regression analysis on the relationship between involvement and institutional productivity in public universities in Uganda

The regression analysis provides statistical insights into the relationship between involvement and institutional productivity in Ugandan public universities. The finding that involvement contributes 11.3% to institutional productivity is intriguing, indicating a discernible influence. However, the fact that the impact of involvement on institutional productivity is not statistically significant ($P= 0.073$) introduces an interesting nuance.

This could spark a closer examination of the nature of involvement or the specific dimensions of involvement that are being considered in the study. Are there certain aspects of involvement that might be more influential than others? For instance, is there a distinction between various stakeholders' involvement, or is the level of involvement uniform across different groups? Moreover, it might be valuable to explore whether there are additional factors, internal or external, that could be influencing institutional productivity and are not accounted for in the current analysis. These findings could prompt a more nuanced exploration of the dynamics between involvement and institutional productivity in the context of Ugandan public universities.

Table 4.13 Regression Analysis showing the relationship between Involvement and institutional productivity in public universities in Uganda.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.113[a]	.013	.009	.29343	.013	3.251	1	250	.073
a. Predictors: (Constant), stakeholder involvement									

Source (Field Data, 2018)

The univariate regression analysis sheds light on the nuanced relationship between involvement and institutional productivity. The finding that a unit increase in involvement corresponds to a 1.3% increase in institutional productivity suggests a positive connection, albeit a relatively modest one.

The acknowledgment that involvement accounts for 1.3% of the variation in institutional productivity reflects the complexity of this relationship. This underscores the need for a more holistic understanding of the factors influencing productivity in public universities in Uganda.

The correlation analysis further supports the idea that there is a moderate association (11.3%) between involvement and institutional productivity. The acceptance of the hypothesis (Ho2) challenges conventional assumptions about the direct impact of stakeholder engagement on productivity. It emphasizes the importance of a nuanced and well-balanced approach to involvement.

These findings rightly highlight the potential challenges of excessive or misdirected stakeholder participation. This underscores the importance of strategic and well-coordinated involvement to avoid potential bottlenecks and ensure that resources are directed toward productive endeavors. In essence, the findings encourage a deeper exploration of the intricate dynamics between involvement and productivity. These findings might inform future research or practical strategies for stakeholder involvement in public universities in Uganda.

4.6. Conflict management strategies and institutional productivity

In this segment, we provide an interpretation, analysis, and discussion of the research findings related to the third objective, which aimed to investigate the impact of conflict management strategies on institutional productivity in public universities. The subsequent discussion delves into the results obtained from structured interviews and documentary reviews, revealing diverse

perspectives. Varied responses, as outlined in Table 4.14, highlight discrepancies in views on this matter.

Table 4.14: Descriptive statistics showing the respondents' opinions regarding response conflict management strategies in addressing institutional productivity

S/n	Indicators	SD 1	D 2	N 3	A 4	SA 5	Mean	S.Dv	Comment
E1	Stakeholders are vital to the university	17 (6.7)	22 (8.7)	1(.4)	196 (77.8)	16(6.3)	3.68	.963	High
E2	University has measures to resolve conflicts with stakeholders	13 (5.2)	22 (8.7)	00	208 (82.5)	9(3.6)	3.71	.875	High
E3	University has a stakeholder conflict management framework	2 (.8)	36 (14.3)	1(.4)	203 (80.6)	10(4.0)	3.73	.784	High
E4	Compromising strategy is applied in stakeholder conflict management	10 (4.0)	51 (20.2)	5(2.0)	180 (71.4)	6(2.4)	3.48	.972	High
E5	Collaborative strategy is applied managing conflicts	00	19 (7.5)	4(1.6)	208 (82.5)	21(8.3)	3.92	.629	High
E6	Accommodative strategy is used in resolving conflicts	27 (10.7)	73 (29.0)	1(.4)	151 (59.9)	00	3.10	1.146	High
E7	Confronting strategy is applied in managing conflicts	9 (3.6)	41 (16.3)	2(.8)	188 (74.6)	12(4.8)	3.61	.935	High
E8	Avoidance is a conflict management strategy	00	24 (9.5)	8(3.2)	201 (79.8)	19 (7.5)	3.85	.684	High
E9	Conflict management provides opportunity for institutional change	00	35 (13.9)	00	192 (76.2)	25 (9.9)	3.82	.791	High
E10	Are conflict management procedures available known to the stakeholders	11 (4.4)	44 (17.5)	00	185 (73.4)	12 (4.8)	3.57	.978	High
E11	Conflict management gives room to organization learning	45 (17.9)	72 (28.6)	00	133 (52.8)	2(.8)	2.90	1.247	Low
	Average Mean and S.D	**12.18**	**39.91**	**2**	**185.9**	**12**	**3.579**	**0.909**	High

Percentages /Variance	4.52	15.84	0.8	73.77	4.4	.953

Source: Primary Data, 2018

The university has a number of stakeholders who play various roles in affecting the institutional productivity. Based on Table 4.14, under sub-construct E1, where it states that "stakeholders play a vital role in the university," 6.3% strongly agreed, 77.8% agreed, 0.4% were neutral, 8.7% disagreed, and 6.7% strongly disagreed. The mean for this sub-construct is 3.68, indicating a high level, and the standard deviation (SD) was 0.963, suggesting limited variation among respondents. To corroborate this quantitative data obtained from academic staff questionnaires, structured interviews were also conducted with the university top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. Upon examining the interview data, it became evident that key informants expressed diverse responses to the findings. Particularly, when questioned about the role of stakeholders, academic registrars provided a range of varied responses and, AD6 confession was that;

> "There are a number of stakeholders and each one of them has a contribution to the university productivity for example students are the reason the university exists, the students' leaders help in coordinating the students and the administration, while the employees are the ones who impart knowledge and skills, and ensure that the university meets its set objectives. Other stakeholders like suppliers and contractors provide the university with deliverables to ensure the university runs. The ministry of education provides the regulatory framework, supervises and monitors university activities to ensure quality"

Another interviewee said;

> "The stakeholders ensure that the university remains accountable in all its actions. They ensure that the university administrators do not abuse their offices. Others provide resources like the donor community and the state fund most of the programs of public universities"

One of the staff association leaders AD3 said;

> "For the stakeholder to properly participate positively in the university programs, they have to be supported by the institutions. The stakeholders cannot involve themselves in the running of the university and in decision making by themselves. They have to be invited so the university management plays a big role in ensuring that all stakeholders are involved"

Another interviewee AD1 said

> "The leadership of universities has a problem because they receive any new ideas with skepticism. Any view contrary to what they know is looked at as opposition. Leaders of workers' unions or associations are viewed as enemies thinking that our criticism is simply to enable us to gain fame. Moreover, for us, we interact with the staff and get their views directly and we share hoping to avert conflict, we see things that they do not see. We are leaders of staff associations and have different issues which if not attended to, may lead to unrest among the staff. That is why there are usually many strikes just because the interests of one stakeholder have been ignored. At times some of us are labeled rebels or anti-government just because we are speaking on behalf of others".

The research findings agree with Mwesigwa et al. (2019) who opine that stakeholders play a vital role as donors, advocates, researchers, supporters, change agents, and partners.

Regarding the inquiry about whether the university has mechanisms for resolving conflicts with stakeholders in sub-construct E2, 3.6% strongly agreed, 82.5% agreed, 8.7% disagreed, and 5.2% strongly disagreed. The mean for this sub-construct is 3.71, indicating a high level, and the standard deviation (SD) was 0.875, suggesting limited variation among respondents. To corroborate this quantitative data obtained from academic staff questionnaires, structured interviews were also conducted with the university top administrators (Vice Chancellor and Academic Registrars), guild presidents, workers union leaders, local leaders, and were asked about whether the university has measures to resolve conflicts with stakeholders, the response was,

> "There are not many conflict management manuals to guide in the management or resolution of conflicts that are part of the institutions management systems. Conflicts are handled informally among peers; some conflicts are usually handled by the departmental heads or the personal section or to the ministry depending on the nature and magnitude of the conflict "

Another interviewee had this to say:

> "Most of the conflict management procedures found in the university personnel manuals and are not elaborate enough, most conflicts are viewed as cases of indiscipline which poses a limitation of sorts. There is no specific person assigned or hired to handle conflict related matters".

In engaging with stakeholders, at times conflicts occur and management has to come up with strategies to manage conflict. The analysis of interview data from some of the key respondents' different views were revealed from findings in table 4.14 are for instance AD 7 said that;

> "The institution has various ways of managing and resolving conflicts like through dialogue among concerned parties like employees, students, and the community, they may also apply, participatory decision making which is more of a preventive method of conflict management because once people are part of the decision-making chances are that even if it backfires during implementation, the conflicts will be minimal or not there at all"

Another interviewee AD 8 said that;

> "The university has an appeal system whereby once someone is dissatisfied with the decisions of any office in the university, they are free to appeal. This helps in reducing the level of conflicts. In some cases, conflicts have been resolved through the courts of law. Usually, it's the aggrieved stakeholders who take the university to court for reducing"

Another interviewee AD 3 when asked about her view on the university conflict management system said that;

> "The university is least prepared to adequately handle conflicts between the different stakeholders. Much as there is an appeal system, you find that the very officers who created the conflict are the ones listening to the appeal and as a rule of natural justice there has to be fairness and no bias when addressing such concerns"

Another interviewee AD 14 said that;

> "Most times public universities take advantage of their positions and relation with the state to apply violent methods of resolving conflicts like calling in state machineries like army and police to quell peaceful demonstrations. At times the perceived student and staff leaders are expelled suspended or even terminated for allegedly inciting students or workers so that the rest are intimated.

These findings are in line with Olaleye, (2013) who asserted that participatory decision making is a way of resolving conflicts because the interests and concerns of the parties will be well integrated. Sometimes force method is used as a means of terrorizing students by calling in the armed forces and force them into obedience (Sifuna 2015). This method of handling conflicts is what brings out the negative organizational politics (Enyinna & Ndugbu 2014). In cases of student strikes, the

university management would rather invite the armed forces to manhandle students than seeking dialogue and peaceful means of resolving conflicts (Ebeguki et al., 2022; Nwanmereni, 2020).

In tandem with above findings, when asked about what measures the university applies in resolving conflicts the university secretary from one of the universities said;

> "Conflicts are bound to occur in all human relations, depending on the nature of conflict, the relevant disciplinary committee is assigned to handle. For example, if conflicts are between students, then the deans' office handle, if conflicts are between staff, then the Human resource office handles". However there seems to be no arrangement of managing disputes with other university stakeholders.

From the table 4.14, it was revealed that 4% strongly agreed, 80.6% agreed, to the sub construct (E3) that "the university has a stakeholder conflict management framework", 0.2% strongly disagreed, and 14.3% disagreed while 0.4% were neutral. This means that most of the respondents (84.6%) held the view that the university has a stakeholder management framework. The calculated mean was 3.73, while SD was 0.784 implying that there wasn't much variations between the respondents. On average conflict management framework was available in the management of conflicts in the course of stakeholder engagement. However, considering that the mean value is not precisely equal to '5' shows that, a number of respondents think otherwise.

To triangulate these quantitative data from the questionnaires that were administered to academic staff, structured interviews were conducted with the university top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. The inquiry was made with the respondents about how conflicts are managed among stakeholders the interview responses were consistent with the findings on table 4.14 and they were as following: Respondent, AD7 said that;

"There are times when conflicts are resolved by listening to all parties involved depending on the nature of the conflicts. It includes dialogue, appointment of university management committees, adhoc committees to ensure that conflicts are handled and they don't escalate.

However, another administrative staff AD5 said;

"The university only understands conflicts as disciplinary issues. The university approaches conflict as if the university is always right and the other parties are wrong. In most cases, conflicts are handled as disciplinary issues and referred to the appropriate committee for further management". Employees are taken to staff tribunals; warnings are given and one's image is tarnished just because of a conflict"

When pressed further on whether the university has a framework in place for managing conflicts he said;

"The Human Resource manual is the guide in managing employee conflicts but its limited, the students' conflicts are addressed through the student tribunals and student handbooks. Being proactive in handling concerns in a timely manner helps to reduce stress and pressure on the institutions and persons involved. The university has a scanty conflict management system as far as I know, so conflicts are managed as they arise. In most cases, force and emergency action are applied".

The study established that majority of the respondents had a low perception that the university had measures to resolve conflicts with stakeholders, and a stakeholder conflict management framework. The compromising, confronting, avoidance conflict management strategies were applied in stakeholder conflict management providing opportunity for institutional change. Conflict management procedures if available were not well known to the stakeholders. When asked about whether the university has documented conflict management strategies in place, AD6 revealed that,

"The university doesn't have clearly documented conflict management strategies and thus they are not prepared for any unexpected conflict. Most of the conflicts were left for leaders and heads of departments as well as disciplinary committees depending on the nature of the conflict. The study therefore notes that lack of preparedness in addressing conflicts results to escalation of conflict and delayed interventions".

The study established that when a university lacks clear measures to resolve conflicts with stakeholders, disagreements can fester and escalate. The literature review insisted that without defined processes for addressing conflicts, tensions may persist, causing disruptions to normal operations and potentially damaging the university's relationships with stakeholders (Ebeguki et al,

2022). Lack of a structured framework for managing conflicts involving stakeholders, there may be inconsistency and uncertainty in how conflicts are handled (Patricia, Lourdes, & Martin, 2017). AD5 equally noted that,

> "a lack of guidelines can lead to ad hoc approaches that may not effectively address underlying issues, prolonging conflicts and preventing their resolution".

In inquiring about the stakeholder conflict management strategies applied in working with stakeholders, respondents had differing views in that in Table 4.14 sub construct (E4) when questioned about the application of the compromising conflict management strategy, the responses were as follows: 2.4% strongly agreed, 71.4% agreed, 2% were neutral, 4% disagreed, and 20.2% strongly disagreed. The mean for this sub-construct is 3.48, indicating a very high level of agreement. The standard deviation (SD) was 0.972, reflecting significant variation among respondents.

To complement these quantitative findings obtained from questionnaires administered to academic staff, structured interviews were conducted with the university's top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. This implies that most respondents believe that the university uses the compromising conflict management strategy in management of conflicts (73.8%).

> "This approach of conflict management ensures that all parties are happy as a middle ground solution is used arrived at"

Sub construct E5 of table 4.14, on the statement, "collaborative strategy is applied managing conflicts" 8.3% strongly agreed, 82.5% agreed 1.6% were neutral, and 7.5% disagreed. The mean for this sub-construct is therefore 3.92, meaning that it is high while the SD was 0.629 meaning that there was much variation between respondents.

To triangulate these quantitative data from the questionnaires that were administered to academic staff, structured interviews were conducted with the university top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. This implies that most respondents agree to the fact that the collaborative strategy is applied in managing conflicts (90.8%). This implies that sub construct E5 of the fourth objective shows very significant effect of collaborative strategy is applied managing conflicts in public universities in Uganda.

In this approach, parties can reach a consensus on differing views, highlighting that organizational aspirations and objectives guide the institution in various programs, as advocated by Mullane (2013). Consensus building entails a voluntary process with diverse approaches where participants seek a mutually acceptable resolution to conflicts or differences. While consensus often results in greater commitment and enhanced implementation by addressing crucial obstacles and involving key stakeholders, it has a drawback of potentially delaying the decision-making process, particularly when parties hold strong views or inexperienced group members are involved in using the technique. The entire process of coalition building is political in nature; it is a form of democracy that works in difficult situations (Nahak & Ellitan, 2022).

Values serve as guiding principles for almost all organizational and business activities. Mullane's works (2013) emphasize that values play a crucial role in providing guidance to an organization, especially when facing challenging decisions. Instances of such decisions encompass resolving conflicts, distributing limited resources, or deciding whether to accept donations from groups whose visions are incongruent with the organization's mission. Stakeholders can achieve a consensus even when confronted with divergent perspectives.

There is a section of respondents however who felt that management has constantly showed that they are not interested in building coalitions amongst the different stakeholders. The notion of divide and rule seems to be what is being promoted. The leader of one of the student guilds when asked about reaching consensus on a number of issues in the university said;

> "Most of the so-called strikes in the university by the students are actually fueled by the employees who should be guiding the students but instead fuel strike situations so as to gain their own selfish ends. Sometimes we as student leaders are confused because we get different communications concerning the same matter from different administrators. So, coalition building is far from being attained in this university".

On the other hand, the respondents had high perception that the stakeholders were viewed as vital to the university, collaborative strategy was applied managing conflicts and accommodative strategy was used in resolving conflicts. This was aligned to reviewed literature that stated that stakeholders play a vital role as donors, advocates, researchers, supporters, change agents and partners (Mwesigwa et al., 2019). ADI revealed that

> "Stakeholders were important and vital in their capacities. They helped to create check and balances within the university system to instill accountability, equality and transparency. The role of key stakeholders especially the staff union representatives in conflict management was clear and acted a pacifier to conflict management yet they also countered with mis understandings and misrepresentations as a result of organizational politics".

This concurs with the notion that recognizing stakeholders as essential contributors to the university's success creates a foundation of mutual respect and shared purpose (David & Nakiyaga, 2021). This recognition encourages open communication, active engagement, and a sense of ownership among stakeholders (Susi & Roziana, 2019). In conflict situations, viewing stakeholders as vital promotes a willingness to listen, understand differing perspectives, and collaboratively seek solutions that benefit the institution as a whole (Patricia, et al., 2017).

The collaborative strategy, also known as win-win, focuses on finding solutions that satisfy the interests of all parties involved (Ebeguki et al, 2022). The study points out that by applying a collaborative approach to conflict management, stakeholders are encouraged to engage in constructive dialogue, share information, and work together to identify mutually beneficial solutions. This is in tandem with reviewed literature that state that strategy promotes a positive atmosphere for resolving conflicts and building stronger relationships among stakeholders (Mwaniki & Muathe, 2021).

The sixth sub-construct, E6, asserts that the "accommodative strategy is employed in conflict resolution." As per the data presented in Table 4.14, 26.7% strongly agreed, 68.9% agreed, 1.0% were neutral, 1.4% disagreed, and 2.0% strongly disagreed. The mean for this sub-construct is 4.17, signifying a high level of agreement. The standard deviation (SD) was 0.698, indicating minimal variation among respondents.

The available data suggests that the majority of respondents (95.6%) believe that the accommodative strategy is applied, where it is acceptable to prioritize the needs of the other group or person over your own. It involves letting the other party win or have their way. To validate these quantitative data obtained from the questionnaires administered to academic staff, structured interviews were conducted with the university top administrators (Vice chancellor, (Academic Registrars and University Secretary's), guild presidents, workers union leaders, local leaders. When asked whether the university uses the accommodative conflict management approach in handling conflicts, the response from AD 5 was,

> *"The university doesn't have a specific conflict management framework and so response to conflicts depends on the situation at hand. The accommodative style works better where conflicts are minor and in initial stages and it can help conflicts not to escalate".*

The chairperson of one of the workers unions was not in agreement with the above views and his response as to whether accommodative strategy is applied was;

> "Accommodative conflict management strategy helps to bring together conflicting parties like in one case at the university where the teaching staff were grieved over delays in payments of their emoluments and they were disgruntled at the administrators but meetings were held explanations given and there was reconciliations and work is now going on smoothly"

The accommodative approach enables quick settlements of conflicts and increased on cordial relationships which in the long run may translate into enhanced organizational productivity. Isabu (2017) states that the accommodative strategy takes place where missions and goals are well-matched, but the interactions viewed as not vital to the final goal attainment. When the accommodating method is continuously applied with its emphasis on maintaining a friendly relationship at the expense of appraising issues critically and protesting personal rights the institutional productivity is affected.

Compromising is a conflict management strategy that aims to find a middle ground and reach mutually acceptable solutions (Ebeguki et al., 2022) and if this strategy is not employed in stakeholder conflict management, parties may become entrenched in their positions, making resolution more difficult and exacerbating conflicts.

Likewise, literature connotes that the accommodative strategy involves meeting the needs of one party while sacrificing some of one's own interests (Ebeguki et al., 2022). This approach can be effective in conflict resolution when maintaining relationships and cooperation are paramount (Nwanmereni, 2020). Therefore, the study notes that by universities enforcing an accommodative

strategy, they prioritize finding common ground and addressing stakeholders' concerns, fostering goodwill and a sense of fairness.

On the reviewed literature in the public universities showed contrary information for example the New Vision (2016) reported that Makerere University was closed forcefully by his excellency the president of the republic of Uganda employees insisted on continuing with their strike and only reopen when the staff were willing to go back and work. This is an example of the use of force in conflict management.

Under sub-construct E7 on Table 4.14, the question was presented as "confronting strategy is applied in managing conflicts." The sixth sub-construct, E6, asserts that the "accommodative strategy is employed in conflict resolution." As per the data presented in Table 4.14, 26.7% strongly agreed, 68.9% agreed, 1.0% were neutral, 1.4% disagreed, and 2.0% strongly disagreed. The mean for this sub-construct is 4.17, signifying a high level of agreement. The standard deviation (SD) was 0.698, indicating minimal variation among respondents.

To complement these quantitative findings from the questionnaires distributed to academic staff, structured interviews were carried out with the university's top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. When asked about whether the organizations departments were open to new ideas and different options in solving problems the response was:

> "If you have been following and I am sure you must have heard that some of the case of the vice chancellor of Kyambogo being dismissed and in Makerere university where conflicts between a lecturer Dr Stella Nyanzi and her supervisor professor Mamdani whereby the conflict ended by Dr. Nyanzi losing her job"

This is likened to the statement by one of the respondents AD15 who said in an interview:

"Dismissing is always done in as a last resort and recently we have just witnessed the dismissal of some lecturers from the university where some were said to be engaging in sex for marks relations with student."

Another said that:

"Staff dismissals are some of the methods used by universities to resolve conflicts. This confirms confrontation as one of the tools used by the university to manage conflicts with staffs". In Kyambogo University the Vice Chancellor Prof Ndiege was forced out of office in order to have the university reopen and work continue. The situation had become so delicate that members of staff wanted nothing less than the VC stepping aside to allow for further investigations.

Another interviewee AD 13 said

"Violent means are always applied to calm down riots demonstrations or strikes in government funded universities. So, to a great extent, the university applies force or power to solve conflicts. Although the use of force or power usually triggers resentment which demotivates the different actors.

He further added that:

"Using force, intimidation and threats are some of the ways in which public institutions like universities deal with conflicts with their stakeholders. The leaders of these demonstrations and riots are usually branded as rebels and are intimidated, threatened with loss of privileges and jobs although this is ineffective."

This was similar to the chairperson trade union for one of the universities AD14, who said:

"…There is an incident where the teaching staff were intimidated to go to class and teach or opt for farming if they still continued with the strike or be sacked because we were demanding for our pay …. This was clear intimidation from the highest office as a way of solving the conflicts minus attending to the main issue"

"Use of force is not restricted in top government; it is also found in Makerere University because some of us whenever we try to lead strikes, we are always threatened that we will lose our positions but this have not been effective."

The above respondent was supported by one of the principals who said:

"In Kyambogo University there is a conflict management flier has been developed in the counseling unit. Which actually discourages confrontations and encourages settlement of arguments and disagreements by playful or humorous means this is because humor helps persons to express themselves even in difficult things in a simple way and ease tension and anger. Hence it becomes possible to use disagreements or the conflict to connect better with the other party"

The respondents were asked to respond to the statement under sub-construct E8 on Table 4.14, "Avoidance is a conflict management strategy." The responses were 7.5% strongly agreed, 79.8% agreed, 3.2% were neutral, and 9.5% disagreed. The mean for this sub-construct is therefore 3.85, indicating that it is high, while the standard deviation (SD) was 0.684, suggesting there was not much variation between respondents. To triangulate these quantitative data from the questionnaires administered to academic staff, structured interviews were conducted with university top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. When asked whether universities applied avoidance as a conflict management strategy in resolving conflicts, the response from one of the university administrators was that:

> "Sometimes some of these conflicts are simply avoided, by resolving misunderstandings as soon as possible, trying to be calm while offering your options, being objectives and open minded and applying great listening skills"

The study reveals that if avoidance is the chosen strategy, conflicts may remain unresolved, and underlying issues may continue to cause tensions escalating to strikes, violence and loss of property. Literature review tends to agree with this view that avoidance can lead to unresolved issues resurfacing later, potentially intensifying conflicts and causing further disruptions (Nwanmereni, 2020).

According to Alimba (2018) the avoiding approach is evidenced by low concern for self and other. Work deadlines may be extended, employees transferred to other work stations and team members can be removed from the organization.

On Table 4.14, it was revealed under sub-construct E9, which states that "conflict management provides an opportunity for institutional change," that 9.9% strongly agreed, 76.2% agreed, and

13.9% disagreed. The mean for this sub-construct is therefore 3.82, indicating that it is very high, while the standard deviation (SD) was 0.791, suggesting there was not much variation between respondents. To triangulate these quantitative data from the questionnaires administered to academic staff, structured interviews were conducted with university top administrators. (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. When asked how conflict management provides opportunity for institutional change the response was that;

> "In many cases conflicts bring about many changes. Here we usually don't ignore any disagreements but we work through them listen to parties involved take their concerns and ideas and usually the result has been positive changes occurring in the organization"

When it came to item number 10 on the same Table 4.14, which stated that "conflict management procedures available are known to the stakeholders," it was revealed that 4.8% strongly agreed, 73.4% agreed, 17.5% disagreed, and 4.4% strongly disagreed. The mean for this sub-construct is therefore 3.57, indicating that it is satisfactory, while the standard deviation (SD) was 0.978, suggesting there was not much variation between respondents. To triangulate these quantitative data from the questionnaires administered to academic staff, structured interviews were conducted with university top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. When asked about whether the conflict management procedures available were known to the stakeholders, the response was that,

> "There is no clear formal framework for conflict management for the various university stakeholders. The employees usually use the staff handbooks, human resource manuals, or civil service standing orders to resolve any conflict. These manuals however view conflicts as disciplinary issues and yet not all conflicts are disciplinary matters. The students are referred to the academic handbook or student tribunals in case of any conflict. Other stakeholders like the local communities and politicians would have to refer to the existing laws of the land since there is no statutory document that binds their relationship with the universities. In the absence of clearly laid down structures of conflict resolution between the universities and all their stakeholders gives room for political maneuvers

Bureaucrats are well known for carrying out their duties by following a certain well laid down procedures drawn from statutory instruments or the Constitution. Procedures for disciplinary sanctions are more formalized and well laid down in public service than in private institutions. In public service when a conflict comes up there are streamlined systems of handling and managing which is not the case with the private sector and yet the universities have to work with private organizations and other non-bureaucratic stakeholders like students, suppliers, the community, and the business people (Rammata, 2019).

Concerning the eleventh sub-construct, which stated, "conflict management gives room for organizational learning," Table 4.14 shows that 0.8% strongly agreed, 52.8% agreed, 0.8% were neutral, 28.6% disagreed, and 17.9% strongly disagreed. The mean for this sub-construct is therefore 2.90, indicating that it is low, while the standard deviation (SD) was 1.247, suggesting there was much variation between respondents. To triangulate these quantitative data from the questionnaires administered to academic staff, structured interviews were conducted with the university top administrators (Chair governing council, Vice chancellors, and Academic Registrars), guild presidents, workers union leaders, and local leaders. When asked about whether the conflict management gives room to organization learning the response was;

> "During situations for conflict, there is a lot of learning that takes place because in such times a number of meetings are held aimed at managing or resolving the conflicts, in these meetings many ideas and views are shared, new knowledge is generated. Now ways of doing things are adapted and so the organization learns and becomes better".

Leaders are increasingly referring to today's turbulent business world as an environment that is volatile, uncertain, complex, and ambiguous. It is believed that to succeed in such an environment, organizations must be more adaptive and agile than ever before; in other words, they must be

resilient. Organizations lacking resilience, the ability to bounce back after setbacks, are often stressful to work in, a sentiment recognized by many employers and employees. This aligns with the study finding in item number 10 on Table 4.14, where 89.8% of the respondents agreed that university management encourages employees to adjust to changing situations. This finding is consistent with Bratianu (2018), who argued that adaptable organizations can create change by developing flexible ways to meet the evolving needs of the environment. They can analyze the business environment, respond promptly to current trends, and anticipate future changes.

Yıldız (2021) defined organizational learning as a transformation in the organization's knowledge, resulting from accumulated experience. According to their definition, knowledge encompasses procedural knowledge/skills, routines, and declarative knowledge/facts. Other scholars have characterized organizational learning as a process where organization members actively utilize data to inform their behavior, facilitating continuous adaptation. This involves obtaining data, interpretation, distribution, and building organizational memory. Therefore, the use of data is directed toward seeking and processing task-relevant information, especially for assessing collective performance and progress against goals.

In a learning organization, the role of conflict is to support and encourage learning and entrepreneurship. It aids in research, exploration, discussion, risk-taking, and gaining experience. Embracing conflicts, disagreements, and mistakes is viewed as an opportunity for organizational learning, demonstrating a commitment to the well-being and convenience of employees. Consequently, the majority of respondents believe that their departments are receptive to adopting different approaches to problem-solving (92.6%) and are consequently better positioned to enhance their performance by maintaining focus. This aligns with Bratianu (2018), who posits that

organizational learning occurs when the organization can perceive, interpret, and leverage signals from the surrounding environment, transforming them into opportunities for innovation, knowledge acquisition, and capacity development among stakeholders. When asked how the university used conflicts to enhance institutional performance AD6 said that,

> "The university should remain dedicated to its organizational mission, continuously engage in learning and improvement, sustain high staff morale, and uphold trust in the leadership of the organization."

This indicates that the majority of respondents considered conflicts as chances for the organization to progress (93.3%), reflecting a positive mindset and an ability to enhance performance when presented with opportunities. As Lukman (2021) suggests, the fear of failure can be debilitating, causing individuals to shy away from challenging tasks and dampening their drive to succeed, resulting in subpar outcomes. The university should recognize that failure and conflicts are integral to success and crucial elements of the learning process. One can best achieve their set targets, programs when they have grit, perseverance, and learning from past mistakes and conflicts.

Moreover, in a learning organization, the entity derives insights from conflicts by effectively addressing them. This occurs within a robust organizational culture where employees are not penalized for their errors (Lukman, 2021). This suggests that a majority of respondents concur that those conflicts present opportunities for growth. This aligns with the perspective of Souza & Tomei (2016), who argue that the fear of failure can be debilitating, causing individuals to evade challenging tasks and diminishing their drive to excel, resulting in suboptimal outputs. Members of the organization must recognize that failure serves as a precursor to success and an essential aspect of the learning process. Well-handled conflicts foster positive attitudes, a sense of humor, increased results orientation, a feeling of personal competence, the ability to rebuild, and assertiveness in meeting one's needs and supporting others, as emphasized by Souza & Tomei (2016).

Empirical literature determined that conflict management can offer valuable insights and lessons for the university's future operations and engagement with stakeholders (Ebeguki et al, 2022). Therefore, the study agrees with the notion that failing to capitalize on these learning opportunities may result in recurring conflicts and missed chances for improvement. Effective conflict management can provide an opportunity for positive change within the university (Mwaniki & Muathe, 2021). Without recognizing conflicts as opportunities for growth and change, the institution may miss out on valuable chances to improve its processes, policies, and relationships with stakeholders (Patricia, Lourdes, & Martin (2017) notes that when stakeholders are unaware of the conflict management procedures available, they may resort to unproductive behaviors, such as public protests or legal actions. KII also revealed that lack of awareness can lead to ineffective conflict resolution and contribute to the escalation of disputes.

Equally viewing conflicts as opportunities for growth and development can encourage proactive engagement and innovative problem-solving (Nwanmereni, 2020). Thus, if conflicts are not seen in this positive light, stakeholders may become disheartened, leading to strained relationships and reluctance to collaborate.

To conclude, Table 4.14 reveals the respondents' scored average mean value on the status of conflict management strategies on institutional productivity in public universities in Uganda as 3.58 while the standard deviation was .909 with a variance of 9.53 showing that the sample was homogeneous. The implication is that the status of conflict management strategies on institutional productivity in public universities in Uganda was satisfactory and there was no much variation in the responses.

4.6.1. Regression Analysis on the relationship between stakeholder conflict management strategies and institutional productivity in public universities in Uganda

In determining the influence of stakeholder conflict management strategies and institutional productivity in public universities in Uganda a regression analysis was taken (Table 4.15). The regression analysis revealed that conflict management strategies is correlated to institutional productivity by 26.2% at p= 0.000 in selected public universities in Uganda. This implies that a unit improvement in conflict management strategies will improve institutional productivity by 26.2%, in terms of effect, conflict management strategies for institutional productivity by 6.9% at p=0.000. This shows that conflict management strategies are significant factors in determining institutional productivity in selected public universities in Uganda.

Table 4.15. Model summary on the relationship between stakeholder conflict management strategies and institutional productivity in public universities in Uganda

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.262ᵃ	.069	.065	.28502	.069	18.426	1	250	.000
a. Predictors: (Constant), conflict management strategies									

Source (Field Data, 2018)

The outcome shows that stakeholder conflict management strategies contribute 26.2% to institutional productivity. The results further show that conflict management strategies affect institutional productivity in public universities in Uganda by 6.9%. This implies that a unit increase in conflict management strategies improves institutional productivity by 6.9% and it is significant

(P= 0.000) meaning it is a significant determinant of institutional productivity in public universities in Uganda.

At univariate regression level, conflict management strategies were found to improve institutional productivity. Specifically, a unit increase in conflict management strategies increases institutional productivity by only 6.9, implying that a one-step movement along the likert scale (agreement) was as well associated with vertical movement along the likert scale, near less proportionality. In the univariate model, stakeholder conflict management accounted for 6.9% variation in institutional productivity, represented by the R-square value. From the findings of the analysis, conflict management influences institutional performance by 6.9%.

4.6.2 Stakeholders Conflict Management Strategies

The study endeavored to explore the relationship between stakeholder's conflict management strategies and a few indicators were chosen to establish respondents' perceptions of this. Table 4.14 illustrated the respondent's perception on stakeholder's conflict management strategies. The reviewed literature also notes that dominating strategy involves imposing one party's solution on others (Patricia, Lourdes, & Martin, 2017). Thus, the study establishes that if this approach is absent from conflict management, power imbalances and disputes among stakeholders may persist, creating an environment of dissatisfaction and potential resentment. The study credited these approaches in conflict management yet they were rarely applied by the universities in conflict resolution as indicated from the results of the study.

All in all, the absence of effective conflict management practices in universities can exacerbate conflicts and hinder positive stakeholder relationships. By implementing clear conflict resolution measures, adopting appropriate conflict management strategies, and recognizing conflicts as

opportunities for growth, universities can mitigate the escalation of disputes, foster positive interactions, and promote institutional development

4.7. The general influence of organizational politics on institutional productivity in selected public universities in Uganda.

To determine the general effect of organizational politics on institutional productivity, a multiple regression analysis was undertaken (Table 4.16). Organizational politics is correlated to institutional productivity by 29.5%. This implies that a unit improvement in organizational politics will increase institutional productivity by 29.5%. In terms of effect, organizational politics accounts for 8.7% of institutional productivity at $p = 0.000$. This implies that organizational politics is a significant determinant of institutional productivity in selected public universities in Uganda.

Table 4.16: Multiple Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.295[a]	.087	.076	.28334	.087	7.876	3	248	.000
a. Predictors: (Constant), Mission Conflicts, stakeholder involvement, conflict management strategies									

Source (Field Data, 2018)

4.8. Regression coefficient results

Table 4.17: Multivariate linear Regression Analysis

	Coefficients[a]									
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1 (Constant)	3.119	.226		13.816	.000	2.675	3.564			
Mission Conflicts	-.117	.053	-.140	-2.220	.027	-.220	-.013	-.195	-.140	-.135
Stakeholder involvement	.000	.030	-.001	-.008	.993	-.059	.059	-.113	-.001	.000
Conflict management strategies	-.161	.047	-.228	-3.401	.001	-.254	-.068	-.262	-.211	-.206
a. Dependent Variable: Institutional productivity										

Source (Field Data, 2018)

Regression coefficient results above reveal that stakeholder involvement does not have a significant effect on institutional productivity in selected public universities in Uganda with β value = -.001, while sig value is .993 above the alpha value of .05. It also reveals that stakeholders mission conflicts have a significant effect on institutional productivity in selected public universities in Uganda with β value =.027 with p value .027 less than alpha value of .05. Finally results reveal that conflict management strategies have a significant effect on institutional productivity in selected public universities in Uganda with β value = .001 and p value = .000 less than the alpha value of .05.

Generally, mission conflicts and conflict management strategies are the key factors in influencing institutional productivity in selected public universities in Uganda.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The chapter provides a summary of findings, conclusions, and recommendations based on the research results. The investigation delved into the characteristics of organizational politics and their impact on institutional productivity in public universities.

5.1 Summary of findings

The research utilized a descriptive correlation cross-sectional survey design, employing both qualitative and quantitative methodologies (Fiona, 2022; Babbie 2021). The research had a total population of 1107 of which a sample of 285 participants was drawn and they included: University Vice Chancellor's, Academic Registrars, leaders of staff associations, teaching staff, students' leaders and LC1 leaders. The sample size from the intended population was determined using Krejcie and Morgan's 1970 table. The researcher employed three sampling techniques: proportionate sampling, simple random sampling, and purposive sampling. Data were collected through interview schedules and questionnaires.

The collected data was cleaned, sorted, coded arranged and entered into SPSS (version 26.0) computer application and descriptively analyzed using frequencies, percentages, means and standard deviation. Pearson correlation coefficient was applied to test the hypothesis, and the linear regression analysis to determine the level of the statistical significance of the influence of organization politics on institutional productivity, based on the information obtained from questionnaires. Qualitative data

was analyzed and interpreted through content and thematic analysis and presented through narration and verbatim quotes from the key informant interviews.

The findings of the study were presented, preceded by of the demographic characteristics of the respondents. This was followed by descriptive statistics using the frequencies, mean and standard deviations. The research findings showed the influence of organization politics on institutional productivity in public universities in Uganda is significant. The key research outcomes are as indicated below:

In the first objective, the research inquired into the extent to which stakeholder mission conflicts influence institutional productivity. Stakeholder missions' conflicts was found to have a significant effect on institutional productivity in public universities in Uganda. Therefore, stakeholder missions' conflicts are a significant determinant of institutional productivity in public university. Stakeholder missions' conflicts have increased on organizational learning, improved on communication and coordination among stakeholders and new approaches and methods of handling issues have been developed. However, the research findings revealed that stakeholder missions' conflicts lead to violence, strikes which wastage of time which slows down institutional productivity, some property is destroyed at times in the conflicts and life is injured or lost. Further, there are frequent conflicts between the university management and the workers' unions over staff welfare leading to strikes. There are also frequent conflicts between universities and student guilds over student welfare in the universities leading to riots and closures. It is further evident that there is lack of consistency between workers or student unions and that of the universities arising from varying goals and objectives. Whereas the universities focus on the key mandates of teaching, research and community service, the internal stakeholders tend to focus more on the welfare of the members even in the context of

dwindling resource commitments in the universities. This makes adaptability of the missions a challenging task to all the stakeholders.

The second objective sought to examine the influence of stakeholder involvement on institutional productivity in public universities in Uganda. The research findings showed that stakeholder involvement does not significantly affect institutional productivity in public universities in Uganda. This means that stakeholder involvement is not a significant determinant of institutional productivity in public universities in Uganda. Research findings show that some stakeholders in the universities like employees are generally empowered to make decisions that impact on the institutional productivity while other stakeholders seem to be ignored like the communities, suppliers, parents and politicians. However, there are challenges with facilitation of key academic activities such as research and publications and outreach. Coalition building is generally an informal process that universities use to enhance their ability to implement decisions. This is more visible in the relationship amongst stakeholders which enables decision-making across stakeholder missions. It may thus contribute to a divide and rule situation in the interest of stability and predictability in the implementation process. Capability development is rarely implemented among all stakeholders due to scarcity of resources. This has limited the organizational stakeholders' capability to contribute to the institutional productivity as envisaged.

The third objective sought to evaluate the stakeholder conflict management strategies and how they influence institutional productivity. The outcome of the study also shows that stakeholder conflict management strategies have a significant effect on institutional productivity in public universities in Uganda. This implies that stakeholder conflict management strategies are a significant determinant of institutional productivity. The findings indicate that a variety of strategies are used especially by

the university management. These include dominating, collaborative, accommodative and proactive. These are used to suit different situations. However, other stakeholders also use them to advance their respective missions and interests. The conflicting intentions of each stakeholder tend to delay the implementation of programs meant to impact the university teaching, research and outreach mandates.

The research findings revealed that majority (83%) of the respondents attested to the fact that organizational politics contributes to variations in institutional productivity in public universities in Uganda.

5.2. Conclusions

The conclusions from the current study have been herein presented objective by objective.

The first objective of this study was to examine the extent to which organizational mission conflicts influence institutional productivity in selected public universities in Uganda. And the first hypothesis was stated as Ho1. Stakeholder mission conflicts have no relationship with institutional productivity in selected public universities in Uganda. From the results in table 4.16 it is concluded that stakeholder mission conflicts have a statistically significant effect (0.000 at $p < .05$ level) on institutional productivity in selected public universities in Uganda.

From the findings, it is concluded that public universities in Uganda have different stakeholders with each stakeholder having its own mission and mandates. These differing mandates affect the operations of the universities both positively and negatively.

From the findings of the present research, it is concluded that an improvement in the way stakeholder mission conflicts are managed and handled leads to a significant increase in institutional performance. Unfortunately, as indicated in discussions from table 4.11, public universities don't

have sufficient structures and system in place to support stakeholder coordination through effective communication to enhance their productivity. Therefore, if universities want to increase their productivity, they need pay much attention to coordination of the different stakeholders so that their different missions can be used to support the university and this has to be done using political skills. The findings in both tables 4.11 and 4.17 are in tune with both local and international empirical studies related to the influence of stakeholder mission conflicts on institutional productivity in public universities in Uganda.

The second objective of this study was to examine the influence of stakeholder involvement on institutional productivity in selected public universities in Uganda. The second hypothesis was stated as Ho2. Stakeholder involvement has no relationship with institutional productivity in public universities in Uganda.

From the findings in table 4.17, it is concluded that Stakeholder involvement does not have a statistically significant effect (0.73 at $p < .05$ level) on institutional productivity in selected public universities in Uganda. From the findings of the current study, it is concluded that stakeholder involvement does not have a statistically significant effect on institutional productivity in selected public universities in Uganda.

It is also concluded that qualitative findings on the influence of stakeholder involvement on institutional productivity were not consistent with the quantitative outcomes. While findings from the Academic Registrars, University Secretary's, guild presidents, workers union leaders, local leaders, and MPs indicated that stakeholder involvement could transform into great teamwork, harmony and hence improved productivity, the quantitative results showed that stakeholder involvement does not have a statistically significant effect on institutional productivity in selected public universities in Uganda. However, the lack of a statistically significant effect does not mean

that stakeholder involvement does not have a statistically significant effect on institutional productivity. Rather, the effect exists but of a small magnitude (it accounts for 11.3% variation institutional productivity). This low effect of involvement on institutional productivity in selected public universities in Uganda may not justify standalone policy interventions.

The third objective was to evaluate the stakeholder conflict management strategies and how they influence institutional productivity in selected public universities in Uganda. The third hypothesis for the present study was stated as Ho3. Conflict management strategies have no relationship with institutional productivity in selected public universities in Uganda.

From the findings in table 4.16 it is concluded that the stakeholder conflict management strategies have a statistically significant effect (0.000 at $p < .05$ level) on institutional productivity in selected public universities in Uganda. From the study outcomes, it is concluded that an improvement in the stakeholder conflict management strategies lead to a significant increase in institutional productivity. Therefore, if universities would like to increase institutional productivity, they should much attention to the stakeholder conflict management strategies in place

The findings in both tables 4.10 and 4.16 are in tune with both local and international empirical studies related to the effect of the conflict management strategies on institutional productivity in selected public universities in Uganda.

The purpose of the present research was to examine the influence of organizational political on institutional productivity in selected public universities in Uganda. This was done by combining the three hypotheses of the study. From the findings in table 4.16 it was established and concluded that organizational politics has a statistically significant effect (0.000 at $p < .05$ level) on institutional productivity in selected public universities in Uganda. It further concluded that organizational

politics (internal and external) may be a strong factor in accounting for institutional productivity in selected public universities in Uganda but its level of effect is limited to 29.5% and the rest (70.5%) is attributed to other factors

5.3. Recommendations

The recommendations from the study are presented in this section objective by objective.

In the first objective, which was to assess the influence of stakeholder mission on institutional productivity. It was recommended to establish structures that preempt conflicts arising from the varied interpretations of the university mission. This will involve harmonization of varied stakeholder expectations and interests. These should be guided by the overall mission of the university.

University missions need to be well coordinated with the missions of other stakeholders to create harmony in the operations of all parties

The role of stakeholders and their influence on institutional politics and ultimately on institutional performance needs to be well structured in the university systems

In the second objective, it was recommended that to effectively ensure stakeholder participation more resources should be committed so as to focus on collaboration, teambuilding, reorienting the stakeholder activities to the larger mission of the university by providing definite professional development opportunities to all stakeholders.

Participation of stakeholders in the universities should be well structured and prioritized, democratic values should be promoted like free and fair elections, accountability and equality

Universities are training grounds for future leaders so their stakeholders like students need to be deliberately assisted to learn and grow their leadership and political skills

In the third objective, more democratic approaches to conflict management and resolution are the path to improved institutional productivity. These include dialogue, negotiation, compromising and collaboration.

The universities need to put in place a proper framework for conflict management. Conflicts need to be separated from disciplinary issues because they are not the same. There should be an independent office handling conflict issues rather than the office of the dean or human resource.

Universities should deliberately sensitize their stakeholders on conflict, its nature, causes, resolution and management strategies

5.4 Suggestions for Further Research

It is recommended that a comparative study should be done to ascertain the effect of stakeholder missions on institutional productivity in both privately and publicly funded universities in Uganda. This is due to variations in resource endowments, organizational politics and the nature of stakeholders involved.

In the second objective, it is suggested to conduct further research on the effect of participation in public organizations and how it impacts on institutional productivity.

In the third objective, further incisive research should be directed into organizational conflict management focusing on comparative conflict management strategies between authoritarianism and liberalism in public universities.

5.5. Contribution of the Study

This research is the first to establish the influence of internal and external organizational politics on institutional productivity in selected public universities in Uganda. There has been are no preceding research done on the influence of internal and external organizational politics on institutional productivity in selected public universities in Uganda. Other researches done have looked a internal organization politics only. This research examined the effect of mission conflicts among stakeholders, stakeholder involvement, and conflict management strategies on institutional productivity in selected public universities in Uganda. The research examined institutional productivity in terms of teaching, research and publications and community outreach in selected public universities in Uganda teachers' performance unlike prior studies that had addressed institutional productivity in terms of infrastructure and teachers' output.

The findings in objective two that stakeholder participation or involvement doesn't not have a significant effect on institutional productivity is an eye opener not only to political science field but to management scholars as well that involvement does not always significantly affect institutional output.

Empirical findings in this research are a contribution to the existing body of knowledge in the disciplines of political science, public administration, management and organizational behavior. This research findings have set a new empirical affirmation to literature on organizational politics and institutional productivity in general. The empirical findings affirm bureaucracy and stakeholder theories. The publications made from this research outcomes have generated a reference point for politicians, academia, university administrators, managers, policy makers and government employees and the international community.

The research is a contribution in guiding the university administrators in politics and productivity linkages in public universities in Uganda and beyond. The empirical outcomes of the research may guide university administrators, trade unions, the state and government agencies on ably handling politics and in improving institutional productivity in public universities. The research findings are going to contribute improving the productivity of public universities in Uganda.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

KISII UNIVERSITY ELDORET

PhD RESEARCH PROJECT

Subject: Invitation to Participate in Research Questionnaire

Dear Respondent,

I hope this message finds you well. My name is **Annet Kisaka Magolo**, a PhD student at Kisii University. Currently, I am conducting a study on Organizational Politics and Institutional Productivity in Public Universities in Uganda as part of my academic requirements.

Your valuable insights are crucial for the success of this research, and you have been identified as a potential respondent. I kindly request you to take the time to complete the attached questionnaire. Your responses will be handled with the utmost confidentiality, and your opinions will be treated with respect.

Please ensure that your responses are honest and reflective of your experiences. The information gathered will be used solely for the purpose of this study. Your participation is highly appreciated and will contribute significantly to the overall findings.

Thank you in advance for your cooperation. If you have any questions or concerns, please feel free to contact me at on +256772463091

Best regards,

Annet Kisaka Magolo (PHD Student Kisii University)

Appendix II: Questionnaire for academic staff

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: For each of the items in this section, kindly tick (√) in the box that represents the right option and where necessary, specify accordingly.

1. Sex   1. Male ☐   2. Female ☐

2. Age bracket of the respondent (1) 20-29 yrs ☐ (2) 30-39 yrs ☐

     (3) 40-49 yrs ☐   (4) Above 50 yrs ☐

3. Duration of service within this Institution 1. Less than one yr ☐ 2. 1-5 yrs ☐

     3. 6-10 yrs ☐   4. 11-15 yrs ☐   5. More than 15 yrs ☐

4. Designation: 1. Administrative staff ☐   2. Dean ☐   3. Head of Department ☐

     4. Academic Staff ☐ 5. Support Staff ☐ 6. Admin staff ☐ 7. Other (specify)

5. Highest level of Education (qualification).   1. PhD ☐   2. Masters ☐

     3. Bachelors ☐   4. Diploma ☐   5. Other (specify) ………………………

6. Faculty/ Department (specify)…………………………………………………………………

7. Terms of Employment: 1. Permanent ☐   2. Contract ☐   3. Casual ☐

SECTION A: Institutional Productivity

In the sections below there are statements intended to measure the extent to which you agree or disagree. Please indicate with a tick inside the box, tick or circle (besides) the number that best represents your views on the given statements or fill in the blank spaces provided on a scale of 1-5 where: **1 – Strongly Disagree 2-Disagree 3-Uncertain 4-Agree 5-Strongly Agree**.

Sn	Statement	1	2	3	4	5
1	The university has a mission					
2	The university always attains its set goals					
3	Stakeholders' work contributes to the university's strategic objectives					
4	The university has a good relationship with stakeholders					
5	The stakeholders are generally satisfied					
6	The university's web metrics ranking is always improving					
7	The relations with suppliers are well managed					
8	Employees exhibit competence in their work					
9	University research output is improving					
10	The graduation rates are improving annually					
SECTION B: Mission Conflicts and Institutional Productivity						
Sn	Statement	1	2	3	4	5
1	The university mission is aligned to the state mission					
2	The university has clear strategies towards the achievement of her mission.					
3	Stakeholders have different missions that affect Institutional performance					
4	Stakeholders mission conflicts affect Institutional performance					

5	The mission from various actors influences the productivity of institutions of higher learning.					
6	The university mission is clearly communicated to the stakeholders					
7	University conflicts arise from conflicting stakeholder missions"					

SECTION D: Involvement and Institutional Productivity

n	Statement	1	2	3	4	5
1	The university promotes accountability to the different actors					
2	The university ensures that the stakeholders are involved in decision making					
3	Different actors are invited to participate in university activities					
4	Stakeholders are empowered to meaningfully participate in the affairs of the university					
5	Stakeholders are involved in decisions making in the university					
6	Management deliberately encourages teamwork.					

SECTION E: Conflict management strategies and Institutional Productivity

Sn	Statement	1	2	3	4	5
1	Stakeholders are vital to the university					
2	University has measures to resolve conflicts with stakeholders					
3	University has a stakeholder conflict management framework					
4	Compromising strategy is applied in stakeholder conflict management					
5	Collaborative strategy is applied managing conflicts					
6	Accommodative strategy is used in resolving conflicts					
7	Confronting strategy is applied in managing conflicts					
8	Avoidance is a conflict management strategy					
9	Conflict management provides opportunity for institutional change					
10	Are conflict management procedures available known to the stakeholders					
11	Conflict management gives room to organization learning					

Appendix III: Open ended questions for Top Management

1. Does your university have a mission statement? Yes or No (tick the appropriate answer). If no why ……………………………………………………………………………………………
………………………………………………………………………………………………..

If yes how is Institutional Productivity based on the stakeholder mission conflicts

………………………………………………………………………………………………
……………………………………………………………………………………………….

    a) Are the different stakeholders known? If yes who are they?
    …………………………………………………………………………………………

    b) Are the different stakeholders oriented about the organization's mission, goals, strategic direction vision and core values? If yes how is this done
    …………………………………………………………………………………………

    c) How is orientation of the different stakeholders about the organization's mission, goals, strategic direction vision and core values done
……………………………………………………………………………………………

c) How often is it done?...
....

3. Does your university have core values? Yes or No (tick the appropriate answer)

a) If no why……………………………………………………………………………………
………………………………………………………………………………………………

If yes how have the university core values impacted on Institutional Productivity
………………………………………………………………………………………………
………………………………………………………………………………………………

6. Do different departments work together to achieve common goals………………………

7. Management ensures the employees are involved at all levels of decision making

8. Does the university have a system in place that encourages team work (YES/No)

a) If yes what system is in place? ....

9. Does the university have the capacity to change in response to external conditions? (YES/No)

Please comment on your response………………………………………………………………

……………………………………………………………………………………………………….

12. In what ways are university decisions driven by concern to satisfy the different stakeholders

………………………………………………………………………………………………………

13. Do you think conflicts are seen as opportunities to grow? Comment on your response

………………………………………………………………………………………………..

14. Does the University have measures to resolve conflicts within the departments?

15. Does the University have measures to resolve conflicts across departments?

16. Does the University have measures to resolve conflicts from external stakeholders?

17. Does the university have a conflict management framework?

18. What are the roles of the different stakeholders?

19. To what extend are the Stakeholders involved in decision making?

20. Which strategies do you use to resolve conflicts with university management?

21. What is the nature of conflicts between you and the neighboring community?

22. What is the nature of conflicts between students and university management?

23. How does the university build capacity of different stakeholders?

Appendix IV: Interview Guide for other stakeholders

1. What is your view about organization politics and Institutional Productivity?

2. Comment on how politics affects the universities specifically in the following dimensions

Organization stakeholder Missions……..………………………………………………………..

Stakeholder involvement ……………………………………………………………………

Conflict management strategies …………………………………………………………………

3. How do these dimensions affect Institutional Productivity

Organization stakeholder Missions ……………………………………………………

Stakeholder involvement …………………………………………………………………

Conflict management strategies …………………………………………………………………

Generally, comment on the nurture of organization politics in public universities

4. Does Organization politics generally affect the Institutional Productivity in Universities?

5. How does stakeholder involvement influence Institutional Productivity in public Universities?

6. What is your opinion on the influence of stakeholder mission on Institutional Productivity?

7. Does the University have measures to resolve conflicts from external stakeholders?

8. Are you aware of the university's conflict management framework?

9. To what extent are you as a Stakeholders involved in decision making?

10. Which strategies do you use to resolve conflicts with university management?

11. What is the nature of conflicts between employees and the university management?

12. What is the nature of conflicts between students and university management?

13. What is the nature of conflicts between community and university management?

14. What is the nature of conflicts between the state and university management?

15. How does the university build capacity of different stakeholders

16. How does the university communicate to her different stakeholders

17, How are different university stakeholders involved the university management?

Appendix V: Observation Check List

1. Is the University mission displayed or visible?

2. Organization symbols are visible in the university environment

3. The office designs are similar and consistent with the core values

4. University core values are displayed in offices

5. Lecture rooms and their state.

6. General University sanitation.

7. Sitting facilities in the lecture rooms and staff room.

8. Teaching learning process.

9. General appearance of the university campus, staff, students, cleanliness or tidiness of the entire environment.

10. Does the university display the picture of the head of state on their premises?

11. Is the national flag raised in the institution?

12. Was the court of arms visible in the university?

13. Was the constitution and other legal documents available in the library or offices

Appendix VI: Cover Letter from Kisii University

KISII UNIVERSITY
(ISO 9001:2008 Certified Institution)
ELDORET CAMPUS
OFFICE OF THE DEPUTY DIRECTOR – ACADEMIC AFFAIRS

Phone: 020-2610479   P. O. Box 408-40200
Email: directoreldoret@kisiiuniversity.ac.ke   **ELDORET -KENYA**

23RD SEPTEMBER, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH DATA COLLECTION PERMIT

MAGOLO ANNET KISAKA   DAS/60143/14

The above named is a bonafide student of Kisii University- Eldoret Campus pursuing a **PhD in Political Science in the Faculty of Arts and Social Sciences.**

She is working on his research entitled **"Influence of Organisational Culture on Employee performance in Public University in Uganda"** in partial fulfillment for the requirement of the Award of PhD in Political Science.

We are kindly requesting your office to provide her with the permit to proceed to the field for data collection and completion for his research.

Please do not hesitate to call the undersigned for any verification.

Any assistance extended to her will be highly appreciated.

Yours Faithfully,

Dr. Charles Ongiyo (PhD)
DEPUTY DIRECTOR ACADEMIC AFFAIRS

Appendix VII. Cover Letter from MRRH REC

Rec'd 19/08/18
Magolo.

Telephones:	**General Line:**	**0393280584**

MINISTRY OF HEALTH
MBALE REGIONAL HOSPITAL
P.O. BOX 921
Mbale – Uganda

E-mail: mrrhrec@gmail.com

In any correspondence on this **THE REPUBLIC OF UGANDA**

Subject, please quote: MRRH-REC IN - COM 16/2018   **Date: 15ᵗʰ March 2018**

MRRH-REC ACCREDITED BY THE UNCST, REGISTRATION NUMBER UG-REC-011

Type of approval

Dear   [   ] Administrative Clearance

MAGOLO   [•] Initial

PhD student in Public Administration and public   [   ] Continuous

Policy. **Kissi**   University Kenya   [   ] Amendments

[   ] Reactivation

Principal Investigator

Study Title: INFLUENCE OF ORGANISATIONAL CULTURE ON EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN UGANDA

Ref: Full Ethical Approval for the study influence of organizational culture on employee performance in public universities in Uganda.

Thank you for submitting to Mbale Regional Referral Hospital-REC (MRRH-REC) the above study that we received on the 18ᵗʰ February 2018 for research and ethical Approval. All the information submitted to the committee was considered during the Administrative review, minute: 4 under SOP#004 enacted on the 15ᵗʰ March 2018.

Confirmation of ethical opinion

On behalf of the MRRH-REC, I am pleased to confirm a favorable opinion for the above research on the basis of submitted protocol and the additional supporting documents that are subject to the conditions below.

Conditions of the favorable Ethical opinion

Approval is contingent upon the received protocol and supporting documents submitted to MRRH-REC on the 18ᵗʰ February 2018 and the corresponding documents submitted on the 14ᵗʰ March 2018. It is the responsibility of the principal investigator to ensure that protocol adherence is maximumly observed. In addition, the Principal investigator or their designee will be responsible for contacting the responsible Authorities in each of the study site(s).

MRRH-REC will be visiting your study site(s) to monitor protocol adherence. You shall submit to MRRH-REC a copy of your progress and final report(s). Consequently the submitted research proposal stipulated above is granted approval for implementation and will take immediate effect within the stamped date(s). If you wish to continue data collection or analysis beyond the approved date please submit an application for continuation at least two months before the expiry date.

OFFICE OF THE CHAIRMAN
APPROVED
APPROVED DATE   EXPIRY DATE

1 5 MAR 2018   1 4 MAR 2019

MBALE REGIONAL HOSPITAL INSTITUTIONAL
REVIEW COMMITTEE (MRHIRC)

Appendix VIII. Cover Letter from Uganda NCST

In Addition to your application, the documents reviewed and approved in this meeting include:

Document type	File name	Date	Ver-
Letter of introduction	Letter of introduction from the university and principal investigator.	23rd September 20172017	NA
Protocol	Influence of organisational culture employee performance in public universities in Uganda	23rd September 20172017	NA
Informed Consent	Informed consent for study participants on page 90	23rd September 20172017	2.0

Uganda National Council for Science and Technology
(Established by Act of Parliament of the Republic of Uganda)

UNCST

Our Ref: SS155ES   4th April 2018

Ms. Annet Magolo
Principal Investigator
Uganda Christian University
Mbale

Dear Ms. Magolo,

I am pleased to inform you that on **04/04/2018**, the Uganda National Council for Science and Technology (UNCST) approved your study titled, **Influence of Organisational Culture on Employee Performance in Public Universities in Uganda**. The Approval is valid for the period of **04/04/2018** to **04/04/2020**.

Your study reference number is **SS155ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above study.

Please, note that as Principal Investigator, you are responsible for:

1. Keeping all co-investigators informed about the status of the study.
2. Submitting any changes, amendments, and addenda to the study protocol or the consent form, where applicable, to the designated local Research Ethics Committee (REC) or Lead Agency, where applicable, for re-review and approval prior to the activation of the changes.
3. Notifying UNCST about the REC or lead agency approved changes, where applicable, within five working days.
4. For clinical trials, reporting all serious adverse events promptly to the designated local REC for review with copies to the National Drug Authority.
5. Promptly reporting any unanticipated problems involving risks to study subjects/participants to the UNCST.
6. Providing any new information which could change the risk/benefit ratio of the study to the UNCST for review.
7. Submitting annual progress reports electronically to UNCST. Failure to do so may result in termination of the research project.

Please, note that this approval includes all study related tools submitted as part of the application.

Yours sincerely,

Hellen Opolot
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION/CORRESPONDENCE

Plot 6 Kimera Road, Ntinda
P. O. Box 6884
KAMPALA, UGANDA

COMMUNICATION

TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug
WEBSITE: http://www.uncst.go.ug

Appendix IX. Cover Letter from Kisii University

KISII UNIVERSITY

(ISO 9001:2008 Certified Institution)

ELDORET CAMPUS

OFFICE OF THE DEPUTY DIRECTOR-ACADEMIC AFFAIRS

Phone: 0720 094 039

Email:eldoretcampus@kisiiuniversity.ac.ke

P. O. Box 6434- 30100

ELDORET-KENYA

21ˢᵗ February, 2018

TO WHOM IT MAY CONCERN

Dear Sir / Madam

RE: RESEARCH DATA COLLECTION PERMIT.

ANNET KISAKA MAGOLO   REG NO: DAS/60143/14

The above has been one of our PhD Student in **Political Science** in the **Faculty of Arts & Social Science**. She is permitted to proceed to the research phase of her studies to collect data on *"Influence of Organizational Culture on Employee Performance in Public Universities in Uganda"*

This study falls in the social sciences domain and will not involve the use of humans as samples other than as respondents.

Their participation in the research will be protected by acceding to the letter of consent.

Thanks.

Dr.Charles. O. Ongiyo (PhD) (0720986205)

DEPUTY DIRECTOR-ACADEMICS AND STUDENTS AFFAIRS

Appendix X: Cover Letter from Busitema University

BUSITEMA UNIVERSITY
Pursuing Excellence

P.O. Box 236 Tororo, Uganda
Gen: +256 - 45 444 8842
Dir: +256 - 45 444 8864
Fax: +256 - 45 443 6517
Email: ar@acadreg.busitema.ac.ug
Website: www.busitema.ac.ug

OFFICE OF THE ACADEMIC REGISTRAR

INTERNAL MEMO

TO   :   All Staff and Students

FROM :   Academic Registrar   *Waben 08/01/2018*

C.C   :   Deputy Vice Chancellor
              University Secretary

DATE :   8th January 2018

SUBJECT: PERMISSION TO COLLECT DATA – BY MS. MAGOLO ANNET KISAKA DAS/60143/14

Ms. Magolo Annet Kisaka is a Doctor of Philosophy student Reg No DAS/60143/14 from Kisii University, Kenya. Her research topic is "Influence of Organisational Culture on Employee Performance in Public University in Uganda. A Perspective of Public and Private University Education in Eastern Uganda".

The purpose of this memo is:
  (i)   To introduce Ms. Kisaka to you and;
  (ii)   To request you to accord her support by providing the required data.

Thank you for your cooperation.

Our Vision: "A center of Academic and Professional Excellence in Science, Technology and Innovation".
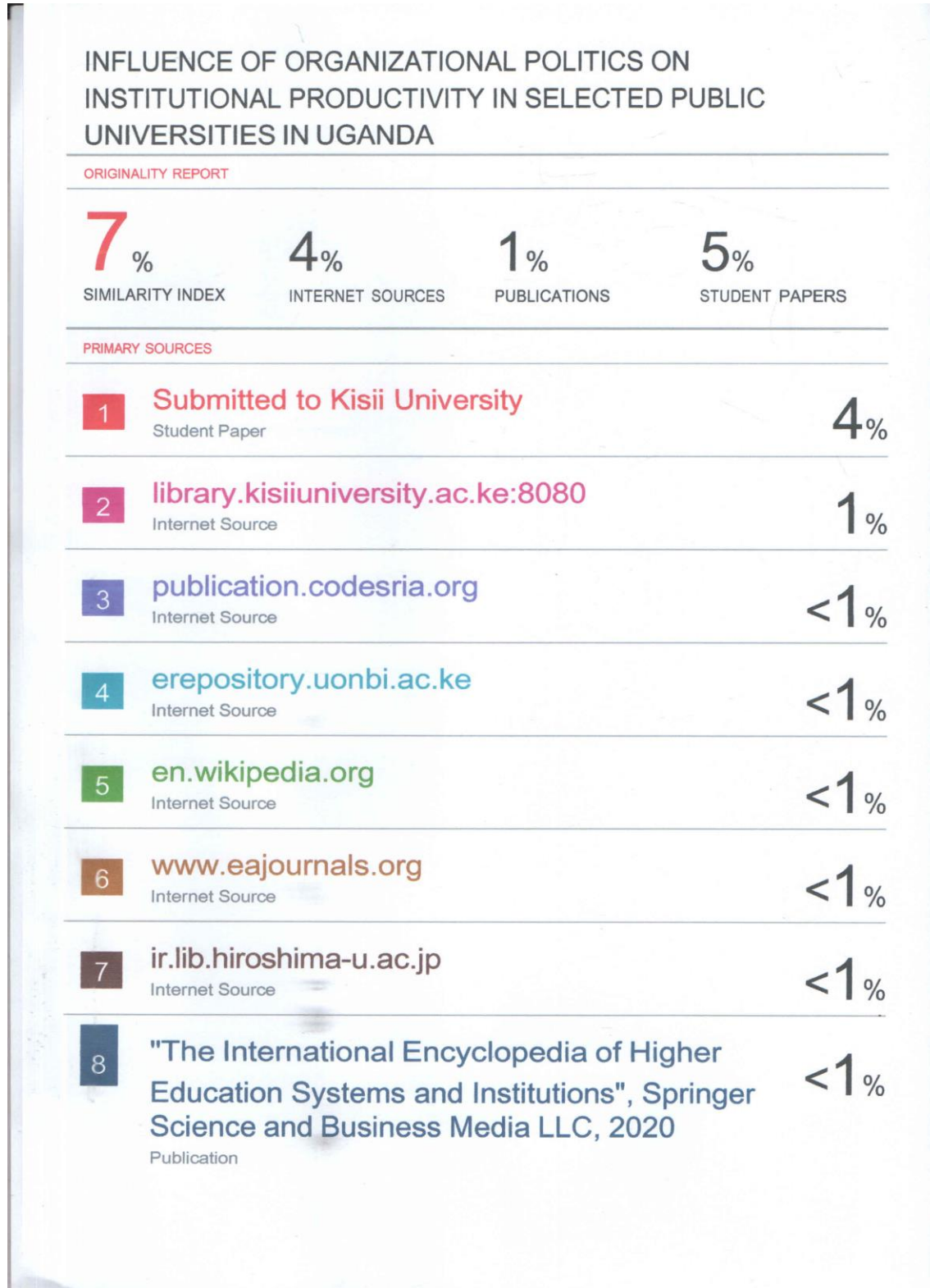
APPENDIX XI: TABLE FOR DETERMINING SAMPLE SIZE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

Appendix XII: Plagiarism Report

INFLUENCE OF ORGANIZATIONAL POLITICS ON INSTITUTIONAL PRODUCTIVITY IN SELECTED PUBLIC UNIVERSITIES IN UGANDA

Appendix XIII: List of public universities in Uganda

Rank	Abbreviation	Name of university	Location	Established
1	BUS	Busitema University	Busitema	2007
2	GU	Gulu University	Gulu	2004
3	KABU	Kabale University	Kabale	2015
4	KYU	Kyambogo University	Kyambogo	2003
5	LU	Lira University	Lira	2012
6	MUK	Makerere University	Makerere	1922
7	MUBS	Makerere University Business School	Nakawa	2014
8	MUST	Mbarara University of Science and Technology	Mbarara	1989
9	MU	Muni University	Arua	2014
10	SUN	Soroti University	Soroti	2015
11	UMI	Uganda Management Institute	Kampala	1968

Appendix XIV: Mission, Vision & Core Values of selected Public Universities in Uganda

# Appendix XV: Higher Education Regulatory Agencies in Africa, 1960–2012

Country	Name of agency	Abbrev.	Date est.
Francopone Africa	Counseil Africain et Malagasche pour l'Ensignement Superieur	CAMES	1968
Kenya	Kenya Commission for Higher Education	CHE	1985
Nigeria	Nigeria National Universities Commission	NUC	1990
Cameroon	National Commission on private Universities	NCPHE	1991
Ghana	National Council for Tertiary Education	NCTC	1993
Tunisia	Comite National d'Evaluation	CNE	1995
Tanzania	Tanzania Universities Commission	TCU(HEAC)1	1995
Mauritius	Tertiary Education Commission	TEC	1997
Liberia	National Commission for Higher Education	NCHE	2000
South Africa	Commission on Higher Education	CHE	2001
Uganda	National Council for Higher Education	NCHE	2002
Ethiopia	Higher Education Relevance & Quality Assurance Agency	HERQA	2003
Mozambique	National Commission for Accreditation and Evaluation of Higher Education	CNAQ	2003
Rwanda	National Council for Higher Education	NCHE	2007
Sudan	Sudan Evaluation and Accreditation Commission	EVAC	2003
Egypt	National Quality Assurance and Accreditation Committee	NQAAC	2004
Namibia	National Council for Higher Education	NCHE	2004
Zimbabwe	National Council for Higher Education	NCHE	2006

Appendix XVI: University world rankings. webmetrics as at July 2021

Sr	University	World ranking	Continental ranking	Country rank	Impact	Openness	Excellence
	Makerere	1105	14	1	2064	1411	1076
1	Mbarara	2824	93	2	6320	3718	2663
2	Kyambogo	4226	176	4	9579	4900	4075
3	Gulu	4472	197	5	12521	4523	4145
4	Busitema	4976	119	6	14861	4306	4655

Appendix XVII: Map of Uganda showing the location of public universities
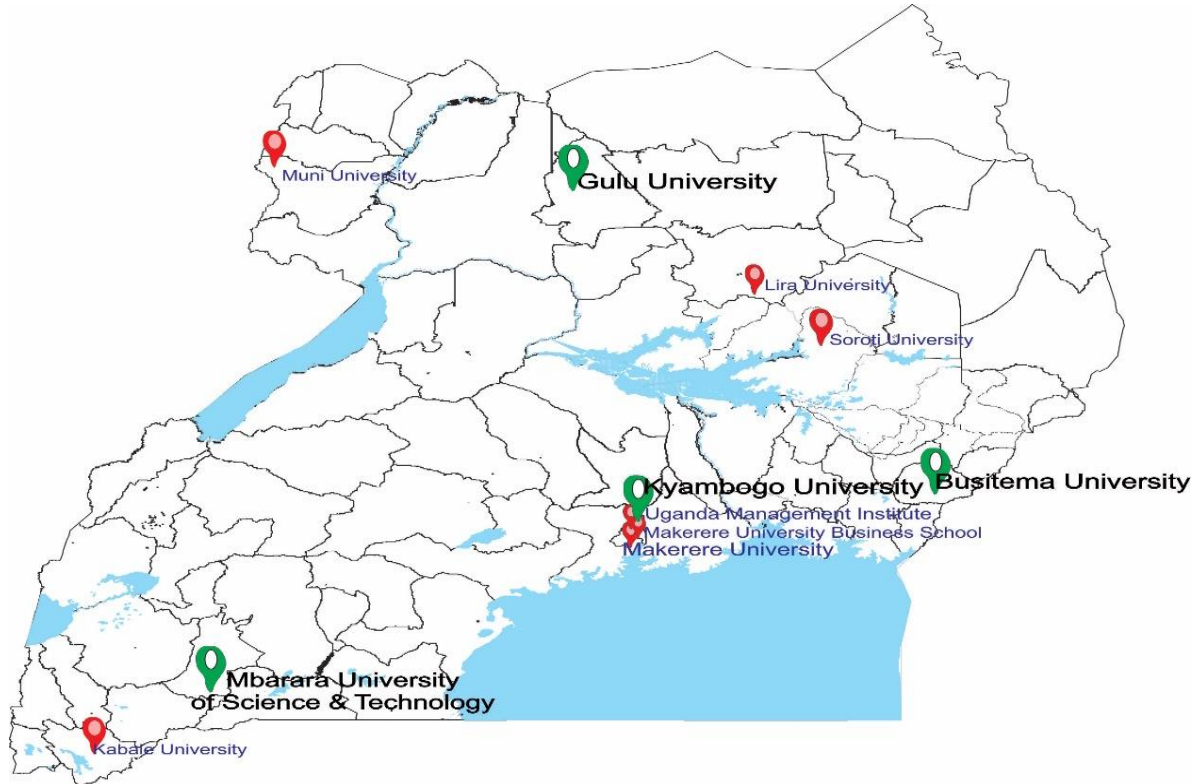
Key: ⦿Selected public universities in the study ⦿other public universities outside the study area

Figure 3.1. Showing the location of public universities in Uganda
Source: Researcher 2019

Appendix XVIII:

Table 2.1: Selected Universities and stakeholder mission statements

No	Stakeholder	Mission Statement
1	Ministry of Education	To provide for technical support, guide, coordinate regulate and promote the delivery of quality education and sports to all persons in Uganda for national integration individual and national development
2	National Council for Higher Education (NCHE)	To ensure provision of relevant and sustainable quality higher education development and transformation of society
3	National Union of Educational Institutions (NUEI)	NUEI is dedicated to the development of workers, welfare through an effective organization for the betterment or improvement of the workers conditions of service throughout the country
4	Uganda National Students Associations (UNSA)	To prepare and produce disciplined patriotic, and self-reliant citizens for national development
5a.	Kyambogo University	To be a center of academic and professional excellence.
5b.	Gulu University	To provide access to higher education and conduct quality professional training for the delivery of appropriate services directed towards community transformation and conservation of biodiversity
5c.	Mbarara University of Science & Technology	To provide quality and relevant education at national and international level with particular emphasis on science and technology and its application to community development.
5d.	Busitema University	To provide high standard training engage in quality research and outreach for socio economic transformation and sustainable development

Source: Institutions policy documents.