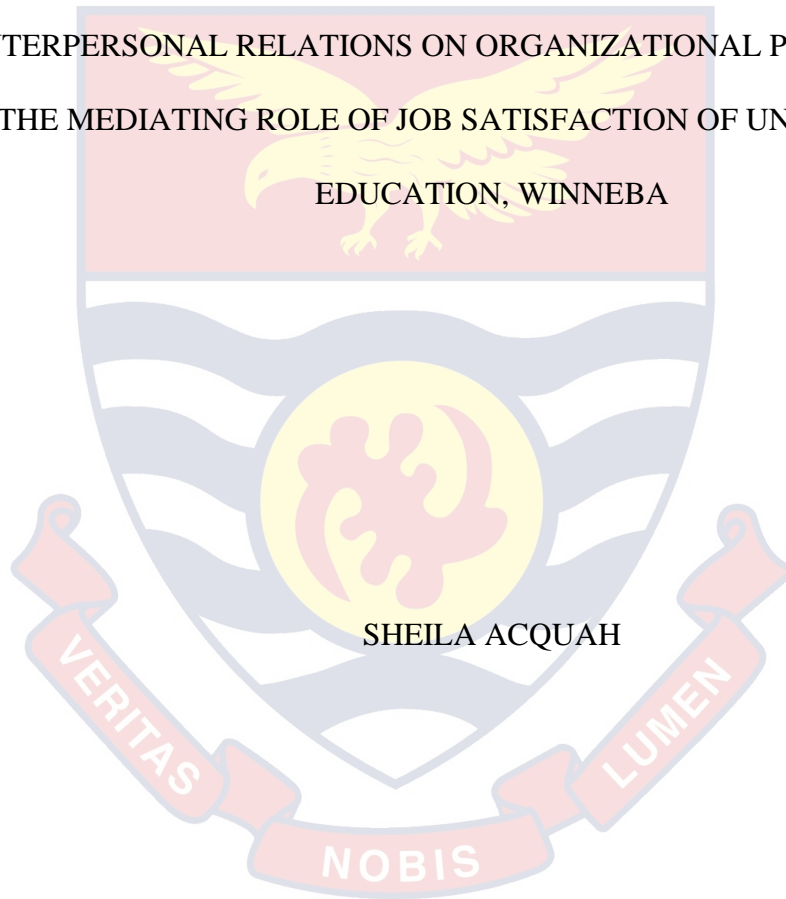


UNIVERSITY OF CAPE COAST

INTERPERSONAL RELATIONS ON ORGANIZATIONAL PERFORMANCE:
THE MEDIATING ROLE OF JOB SATISFACTION OF UNIVERSITY OF
EDUCATION, WINNEBA



SHEILA ACQUAH

2020

UNIVERSITY OF CAPE COAST

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EDUCATION, WINNEBA

BY

SHEILA ACQUAH

Thesis submitted to the Department of Management, School of Business, College
of Humanities and Legal Studies, University of Cape Coast, in partial fulfilment
of the requirements for the award of Master of Business Administration in

Management.

JULY 2020

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date

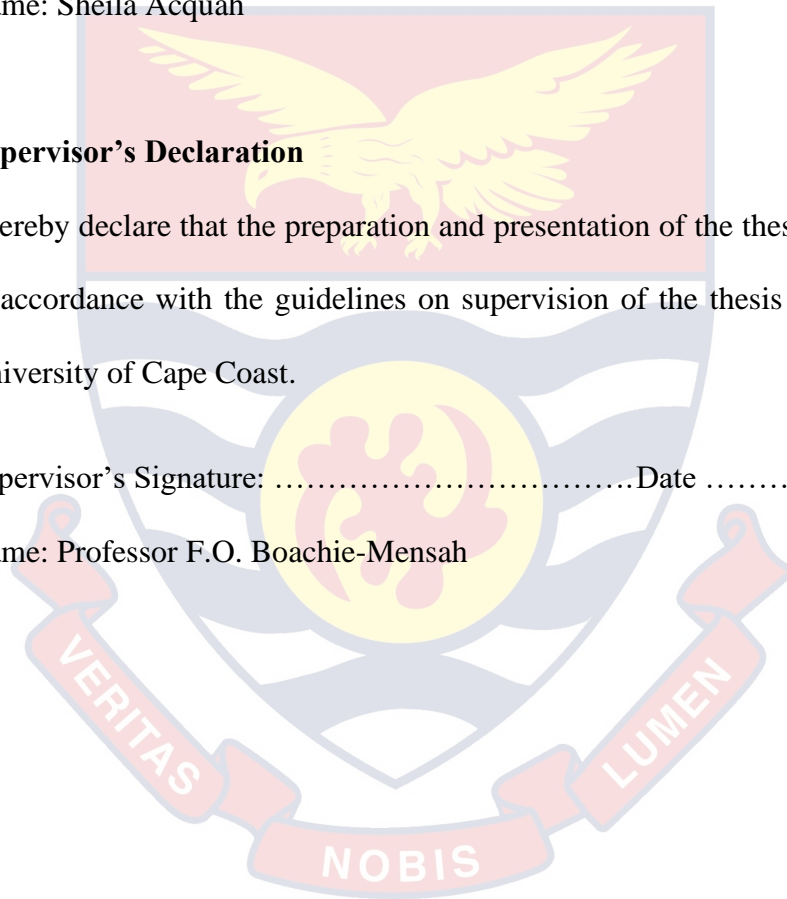
Name: Sheila Acquah

Supervisor's Declaration

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

Supervisor's Signature: Date

Name: Professor F.O. Boachie-Mensah



ABSTRACT

The purpose of this study is to examine the effect of interpersonal relations on organizational performance, taking into consideration the mediating role of job satisfaction. The study was conducted in the University of Education, Winneba. Respondents were selected via stratified sampling technique. Questionnaire was the main data collection instrument. Partial Least Squares structural equation modeling (PLS-SEM) via the statistical software Smart PLS 3.0 was used to test the hypotheses and research objectives. The findings of the study revealed that the factors influencing interpersonal relations include conflict resolution, communication, team building, social relations and relational justice. The study further found interpersonal relations to have a significant positive effect on job satisfaction and organizational performance. Job satisfaction was also found to play a mediating role between interpersonal relations and organizational performance. It was therefore concluded that job satisfaction provides an explanatory link between interpersonal relations and organizational performance. The study suggested that it is important for management of the University to give full attention to the factors that influence interpersonal relations in order to build positive relations among staff of the University and further ensure that staff is adequately satisfied so as to enhance organizational performance.

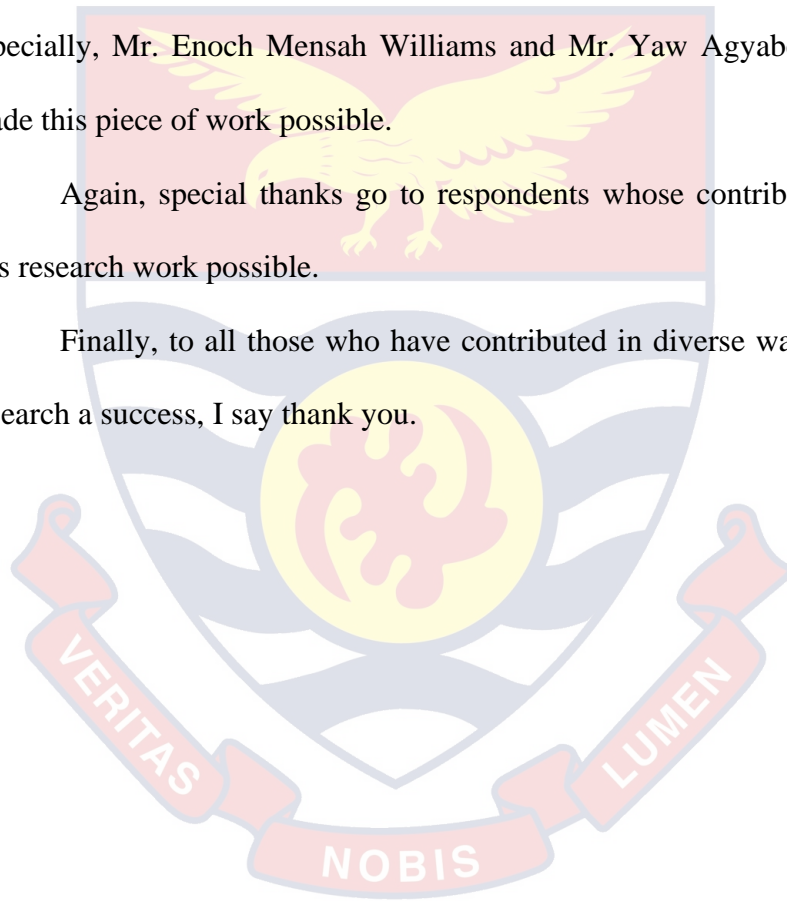
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DEDICATION

To my dear father, Francis, my mother Salomey and my siblings: Richard,
Deborah and Evelyn.



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	6
Research Objectives	6
Research Questions	7
Research Hypotheses	7
Significance of the Study	8
Delimitations of the Study	8
Limitations of the Study	9
Definition of Terms	9
Organization of the Study	10
Chapter Summary	10

CHAPTER TWO: LITERATURE REVIEW

Introduction	12
Theoretical Review	12
Social Exchange Theory	12
Concept of Human Resource Management	15
Concept of Interpersonal Relations (IR)	16
Factors Influencing Interpersonal Relations	19
Conflict Resolution	20
Communication	22
Social Support	24
Team Building	26
Relational Justice	27
Concept of Job Satisfaction	28
Concept of Organizational Performance	30
Empirical Review	32
Relationship between Interpersonal Relations and Organizational Performance	32
Interpersonal Relations and Job Satisfaction	34
Job Satisfaction and Organizational Performance	35
Conceptual Framework	37
Chapter Summary	38
CHAPTER THREE: RESEARCH METHODS	
Introduction	40
Research Design	40

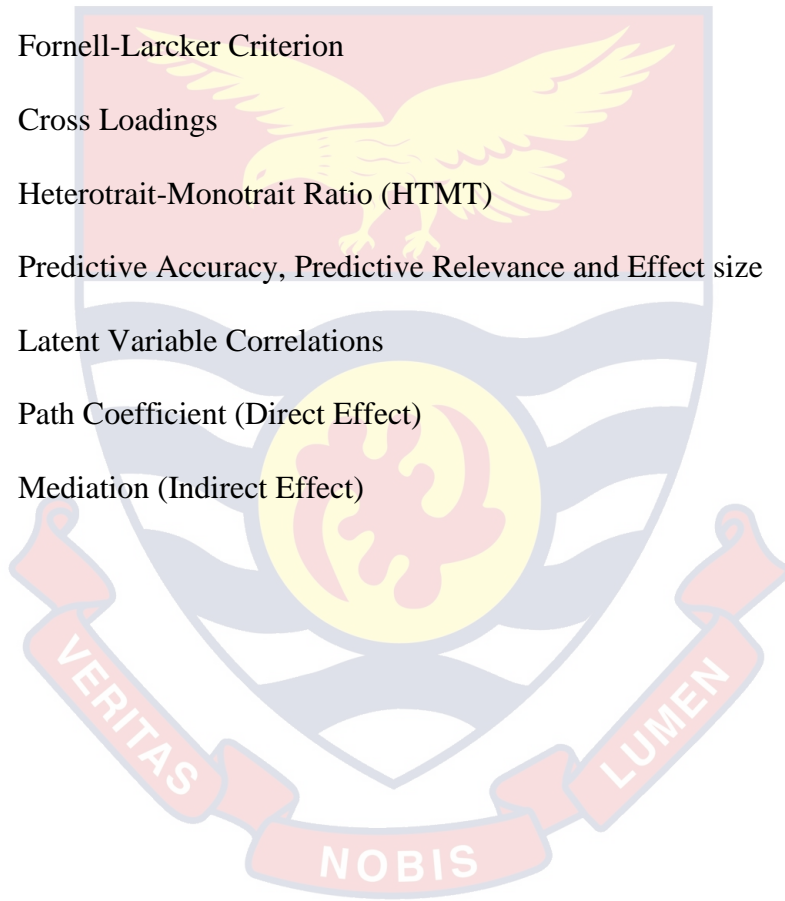
Research Approach	41
Study Organization	41
Population	43
Sample and Sampling Procedure	43
Data Collection Instruments	44
Data Collection Procedures	46
Data Processing and Analysis	47
Reliability and Validity	48
Chapter Summary	49
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	50
Demographic Information of Respondents	50
Factors influencing Interpersonal relations	53
Discriminant Validity	59
Structural Model	62
Mediation Effect	65
Chapter Summary	69
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	70
Summary	71
Conclusions	72
Recommendations	72

Suggestion for Further Research	75
REFERENCES	76
APPENDIX: QUESTIONNAIRES	94



LIST OF TABLES

Table	Page
1 Measurement Criteria and Cut-off Points	49
2 Demographic Information of Respondents	51
3 Dimensions of Interpersonal Relations	53
4 Construct Reliability and Validity	59
5 Fornell-Larcker Criterion	60
6 Cross Loadings	61
7 Heterotrait-Monotrait Ratio (HTMT)	62
8 Predictive Accuracy, Predictive Relevance and Effect size	63
9 Latent Variable Correlations	64
10 Path Coefficient (Direct Effect)	65
11 Mediation (Indirect Effect)	66



LIST OF FIGURES

Figure	Page
1 Conceptual Framework	37
2 Factors Influencing Interpersonal Relations	55
3 Structural Model (PLS Algorithm)	66
4 Structural Model (Bootstrapping)	67



CHAPTER ONE

INTRODUCTION

All organizations are made up individuals who have goals and objectives. To achieve organizational success, these individuals must work in harmony and cooperate with each other. Interpersonal relations have, thus, become one of the key approaches to emphasizing information on positive work relationships, which invariably help enhance job-related behaviours, like satisfaction, performance and the effective functioning of an organization. This study focuses on the relationship between interpersonal relations' and organizational performance: the mediating role of employee job satisfaction. This chapter comprises: background to the study, statement of problem, purpose of the study, research objectives and hypotheses, delimitations and limitations of the study, definition of terms and organization of the study.

Background to the Study

According to Khan, Md Yusoff, Hussain, & Binti Ismail (2019), the significance of interpersonal relations cannot be underestimated in today's dynamic and competitive business environment. Hardly is there any institution in the world that is devoid of interpersonal relations. As a conventional concept, interpersonal relations' has received constant attention in the domain of public, private and non-governmental organizations. This is primarily due to the perceived importance of human resource in modern day organizations.

Put differently, human resource is considered as an inimitable and most important resource in all organizations, apparently because of their contribution to

organizations' growth and success (Singh & Kassa, 2016). Consequently, human resource managers and practitioners are recently focusing on interpersonal relations as one of their topmost priorities for evaluating the performance of their employees.

Interpersonal relations (whether formal or informal) is an inevitable component of working life and it is developed via constant associations and interactions between employees and their superiors, co-workers and sometimes external parties like customers. Stoetzer (2010) broadly defines interpersonal relations as a relationship that exists between two or more people within a community whether at work or social gathering. It is a behavioral science which focuses on inter-group, interpersonal and the effective management of workers' relationship in a professional as well as social context (Asongo, Aguji & Utile, 2018). Mostly, it is cultivated when two or more employees share the same office, facilities and environment.

There are several benefits associated with interpersonal relations. Positive interpersonal relations is beneficial to both employees and the organization. Obakpolo (2015) claims that employees are exposed to learning new things or sharing new ideas when there is better interpersonal relations at the workplace. Rothmann and Welsh (2013) further state that employees who enjoy positive relations with their co-workers and superiors tend to have psychological meaningfulness (perception of feeling safe) with their organization. Employee creativity is enhanced once they feel psychologically attached to the organization. In most cases, positive interpersonal relations contributes to building a healthy

organizational culture characterized by trust and devoid of detrimental employee behaviours such gossip, hatred etc. This goes a long way to increase employee morale, and enhance organizational performance (Muthoka, 2017).

Job satisfaction is very important for not just the employees but the entire organization. Job satisfaction can generally be described as how an employee is content with his or her job (Parvin & Kabir, 2011) while employee satisfaction is a fundamental attitude which potentially influences human conduct at the work place. Thus, job satisfaction is a natural product and significant precursor of organizational performance (Md Murad, 2018).

Satisfied employees are likely to exert more efforts on the job and perform assigned tasks satisfactorily as compared to employees who are dissatisfied. This is because employees who exhibit a high level of satisfaction are likely to stay with the organization, perform better and this enhances organizational effectiveness, reputation and profitability (Boamah, Read & Laschinger, 2017). A research report by the Society for Human Resource Management (2015) rated interpersonal relations as an important factor to enhancing employee job satisfaction.

All organizations (including those in the educational sector like University of Education) have predetermined goals and objectives which are enshrined in their overall “strategic thinking”. Organizational performance is undoubtedly integral to an organization’s survival. It serves as an important yardstick for measuring the efficiency and effectiveness of an organization (Pang & Lu, 2018). It is, therefore, important for organizations to evaluate their performance on a

consistent basis. Evaluating performance helps an organization to monitor its progress and take corrective measures in the event of abysmal performance.

Organizational performance has often been used as an outcome variable in several business and management research (Singh, Darwish, & Potočnik, 2016). While some studies (Wang, 2010; Selvam, Gayathri, Vasanth, Lingaraja, & Marxiaoli, 2016) have measured organizational performance by using both finance-based metrics (profits, return on asset, return on investment etc.) and non-finance-based metrics (sales, market share, customer satisfaction, etc), other studies (Velmurugan, 2016; Asongo, Aguji & Utile, 2018) have also measured organizational performance from an efficiency and effective perspectives.

There are myriad studies which have suggested positive links between interpersonal relations and employee related behaviour like job satisfaction and organizational performance. For instance, Srivalli and Vijayalakshmi (2015) found job satisfaction to be influenced by the positive relationship that exists between employees, managers and co-workers at the workplace. Mustapha and Zakaria (2013) further found a positive significant relationship between interpersonal relations and job satisfaction. Regarding the relationship between interpersonal relations and organizational performance, many related studies (Saito, 2010; Ngari & Agusioma, 2013) confirmed that interpersonal relations' is a key contributory and relevant variable of enhancing worker's and organizational performance.

Statement of the Problem

Harmonious interpersonal relations between employees, co-workers and managers are critical to the success of every organization. However, challenges of interpersonal relations are practically inevitable in several organizations. For instance, anecdotal evidence from the University of Education, Winneba suggests that, there are myriad interpersonal relations' challenges among employees, administrators and co-workers as put forward by participant at a workshop organized by institute for Distance and e-Learning organized for lecturers and administrators at Wadoma Hotel, Kumasi in the month of February, 2020. Some of these interpersonal relations' challenges include but not limited to poor communication due to lapses in the administrative procedures in the University, unhealthy rivalry, biasness and problem of social relationships (Adom-Konadu, 2010; Frimpong, 2014). The continuation of these problems has the tendency to affect employees' job satisfaction, their work performance and the effective functioning of the institution.

While some studies (Saito, 2010; Ngari & Agusioma, 2013) have indicated a strong positive relationship between interpersonal relationship and work performance, others (Abe & Mason, 2016; Agba, 2018) established that interpersonal relationship is not a sufficient variable in influencing organizational performance, hence demonstrating a weak relationship between the two variables. This is an indication that research findings regarding the link between interpersonal relations and work performance is inconclusive. The current study will therefore validate prior findings or provide contradictory results.

Several studies have been conducted on the influence of interpersonal relations on employee related behavior like job satisfaction, employee commitment and performance. However, these studies (Abe & Mason, 2016; Nwinyokpugi & Omunakwe, 2019) have overly focused on other industries, like Banking, Health, Retail sector and Insurance sector. This leaves a research gap in the educational sector, especially in the Ghanaian context, which needs to be addressed. To the best of the researcher's knowledge, no study has been conducted to disclose how job satisfaction plays a mediating role between interpersonal relations and organizational performance. Hence, this study was undertaken to examine the influence of interpersonal relations on organizational performance, with job satisfaction as a mediator.

Purpose of the Study

Generally, the purpose of the study was to examine the effect of interpersonal relations on organizational performance, taking into consideration the mediating role of job satisfaction among senior members and senior staff of University of Education, Winneba, Ghana.

Research Objectives

In order to achieve the general purpose of the study, the research pursued the following specific objectives.

1. To determine the factors influencing interpersonal relations among staff of University of Education, Winneba
2. To examine the effect of interpersonal relations on organizational performance

3. To assess the effect of interpersonal relations on employee job satisfaction
4. To examine the effect of employee job satisfaction on organizational performance

Research Questions

Based on the specific objectives stated above, the following specific research questions were asked.

1. What factors influence interpersonal relations among staff of University of Education, Winneba
2. What is the effect of interpersonal relations on organizational performance?
3. What is the effect of interpersonal relations on employee job satisfaction?
4. What is the effect of employee job satisfaction on organizational performance?

Research Hypotheses

The following research hypotheses were formulated for the study:

- H₁: Interpersonal Relations has a positive and significant effect on organizational performance
- H₂: Interpersonal Relations has a positive and significant effect on employee job satisfaction
- H₃: Job satisfaction has a positive and significant effect on organizational performance
- H₄: Job satisfaction mediates the predictive relationship between interpersonal relations and organizational performance.

Significance of the Study

The study has both theoretical and empirical significance. From the theoretical perspective, the study delved into examining the mediating role played by job satisfaction in the predictive relationship of interpersonal relations' and organizational performance. This will therefore add to the pool of research on the variables of interest and further enrich the body of knowledge in this area of study. Empirically, the findings of the study will be immense benefit to many identified stakeholders. This study will be very useful to the management of the University of Education, especially the human resource department (managers) as it will provide insights concerning the factors related to interpersonal relations' that enhances employee satisfaction and performance of the university. Relevant strategies can therefore be formulated to curtail practices that inhibit healthy relationships at the workplace.

Furthermore, employees and leadership of the University will rely on the study to appreciate the importance of interpersonal relations at the work place. This will help them engage in positive behaviour geared towards accommodating each other. Finally, the academic community will benefit from the findings of this study. Students, academicians and other researchers can also exploit the gaps in the study to conduct further studies.

Delimitations of the Study

The study investigated interpersonal relationship on organizational performance: the mediating role of job satisfaction. It was delimited to University of Education, Winneba (UEW) in the Central Region of Ghana. The study was

conducted in the University of Education, Winneba, Ghana. As such the findings are applicable to UEW. Explanatory research design was used and structured questionnaire was the main instrument for soliciting primary data from respondents. A target accessible population of 345 workers will be considered. The population included all senior members, senior staff and junior staff at the University of Education, Winneba. Thus, junior members at the University of Education were excluded from this study.

Limitations of the Study

It would have been prudent to conduct the study university-wide instead of concentrating on only senior members, senior staff and junior staff of the University of Education at the Winneba Campus. Generalization of the study findings is therefore impossible since the study did not capture the staff of the other campuses. Moreover, the study was limited to the quantitative approach. However, the mixed approach (both quantitative and qualitative approaches) could have been adopted to elicit more thought-provoking insights.

Definition of Terms

Interpersonal Relations: Interpersonal relation is defined as “the integration of people into a work situation in a way that motivates them to work together, productively and cooperatively with economic, psychological and social satisfaction” Hicks and Byers (as cited in Asongo, Aguji & Utile, 2018).

Job Satisfaction: Job satisfaction is defined “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke 1976).

Organizational Performance: Organizational performance is defined as “how an organized group of people with a particular purpose perform a function effectively and efficiently” (Muthoka, 2017)

Organization of the Study

This research consists of five chapters. The first chapter deals with the background of the study, the statement of the problem, research objectives and hypotheses, significance of the study, delimitations and limitations, definition of terms and the organization of the study. The chapter two of the study covers the literature review on the main concepts. The chapter looks at theoretical framework, empirical review and conceptual framework. Chapter three focuses on the research design, the study area, the population, the sampling procedure, the data collection instruments and the procedures and analysis. This is followed by the data presentation, analysis of the results and the discussion of the findings in the chapter four. The last chapter, which is chapter five, concludes the study by giving an overview of the purpose of the study and the research objectives and hypotheses and a summary of the results of the, recommendations and suggestions for further studies.

Chapter Summary

Interpersonal relationship on organizational performance is Important in the mediating role of job satisfaction which goes a long way in achieving organizational goals, it is therefore important to determine factors influencing relations among staff of University of Education, Winneba, to examine the effect of interpersonal relations on organizational performance , to assess the effect of

interpersonal relations on employees job satisfaction and to examine the effect of employee job satisfaction on organizational performance.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this chapter was to carry out both theoretical and empirical review of literature that relates to the topic. The chapter looked at some theories underpinning the study. The chapter also focused on thematic areas such as: concept of interpersonal relations, factors influencing interpersonal relations, concept of job satisfaction, and concept of organizational performance. The chapter ended with a conceptual framework which encompassed the empirical and theoretical review.

Theoretical Review

This section concentrates on the theories and various concepts on the topic under study: effect of interpersonal relations on organizational performance, taking into consideration the mediating role of job satisfaction. There are various theories of microfinance. However, for the purpose of this study, the Social Exchange was used to build a theoretical case to justify the study.

Social Exchange Theory

The Social Exchange Theory (SET) is perceived as one of the widely applied theories in the social sciences discipline. Specifically, it covers a broad spectrum field of management and other related fields of studies like social psychology, anthropology, economics and psychology. The theory was postulated by Homans (1958) and it hinges on the premise of “give and take” or “quid pro quo” relationship. Thus, it is the exchange of activities (whether tangible or

tangible), which may be either less rewarding or more rewarding between at least two parties.

The theory treats social life as a transactional relationship between at least two parties (e.g. an employer-employee relationship or employee-employee relationship) where the parties rely on each other for some form of tangible (e.g. financial rewards) or intangible favor (e.g. respect, care) (Cropanzano Anthony, Daniels & Hall, 2017). This is normal with all relationships, including employment relationship, where all parties concerned have some form of expectation from each other.

The theory suggests that relationship should not be one-sided. Thus, there should be some sought of reciprocity in the exchange of resources between the parties concerned. Supporting this claim, (Coyle-Shapiro & Shore, 2007; Cropanzano et al., 2017) through social interaction, a chain of relation is formed where the recipient of a favor feels obligated to return or reciprocate that favor. A common feeling is established once such obligation is felt between the parties concerned in the relationship. Aselage and Eisenberger (2003) further suggest that the exchange of resource intensifies when the parties recognize that each of them have something which is valuable to offer.

The social exchange theory (SET) has often been deployed as theoretical lens for explaining the link between management practices, employment relations, workplace related attitudes and performance outcomes (Stafford, 2008; Wang, Yi, Lawler & Zhang, 2011). Linking the theory to the workplace, it is believed that mutually beneficial exchanges between an employer and employee or between an

employee and his colleagues can enhance performance outcomes. Thus, when there is effective interpersonal relationship at the workplace, employees become satisfied, which is later translated into improve performance.

One of the key issues of SET is the question of who begins the exchange process. In response, some scholars (Obakpolo 2015; Kaur & Bedi, 2017) advocate that the organization should be responsible to commence the exchange process. When institutions take the 'first step' via initiatives such as conflict resolution, training and development, communication among others, employees will in return reciprocate such as favors, thereby strengthening the exchange process (Zhang & Jia, 2010).

Analogous to any other theory, SET has received its fair share of criticisms. Miller (2003) claim that, the theory supports openness in human interaction, but openness may not best or appropriate alternative in all cases of human interaction. Moreover, the behavioral prediction of the social exchange theory has become vague and generalized (Cropanzano et al., 2017). However, in spite of the few constructive criticisms, the application and significance of SET in examining the influence on performance when the issue of interpersonal relations and job satisfaction is being addressed cannot be overemphasized.

Some studies (Bowen & Ostroff, 2004; Gould-Williams & Davies, 2005; Obakpolo 2015; Muthoka, 2017) have also relied on SET to develop hypothesized relationships between various human resource practices, employee related attitudes and performance. Consequently, the researcher adopted this theory

because of its long and rich pedigree in explaining employment relationship in organizational setting.

Concept of Human Resource Management

The strategic role played by human resource (HR) to an organization's success cannot be overemphasized. Remarkably, all organizations know the valuable of their human resource due to how employees contribute to organizational growth (Singh & Kassa, 2016). The challenge to most organizations is not about just knowing the value of human resource but developing key strategies to retain their best employees, so as to enhance organizational performance (Malik, Nawab, Naeem, & Danish, 2010; Khan, et al., 2019). From an educational institution perspective, Amin et al. (2014) highlight that strategic importance of employees in enhancing the rating and grading tertiary institutions in areas such as academic reputation, faculty reputation, research quality and the contribution of nurturing future leaders.

As aforementioned, the quality of an organization's human resource is contingent on the concrete human resource policies and practices inherent in the organization. Effective HR policies that reside in most organizations include but not limited to recruitment and selection, compensation, training and development among others. These HR policies, if executed effectively, have the tendency to influence employee-related attitudes, such as job satisfaction and performance. Prior researches have confirmed how the effective application of some HR practices influences organizational performance (Ahmad & Shahzad, 2011; Vermeeren et al., 2014; Hassan, 2016).

It is important to appreciate that the HR practices in its quest to manage employees strive to understand how organizational members (both superiors and employees) interact with each other to produce positive working climate that ensures the growth of the organization. Consequently, HR practitioners and organizations are beginning to appreciate the significance of understanding psychological and social interactions at the workplace.

Concept of Interpersonal Relations (IR)

Social interaction is an inevitable component of human life. In our daily lives, we come in contact with several people, including family members, friends, superiors and co-workers among others. One of the critical places that social interactions take centre stage is the working environment. The working environment brings together people who have similar goals and objectives. As such, managing the relationships that exists between people at the workplace has attracted special attention among scholars, managers and human resource practitioners. This has given rise to the concept of interpersonal relations (IR) because it is believed that relationships are very important to the effective functioning and success of social systems like organizations (Amit-Kumar, 2014; Abe & Mason, 2016)

The definition and scope of interpersonal relations is somewhat inconclusive. Scholars have attempted to explain and define the term “interpersonal relations” from diverse perspectives. One of the earliest definition from Onasanya (as cited in Asongo, Aguji & Utile, 2018) viewed interpersonal relations as any relationship that exist between two people or between an

individual and a group of people, whether in the community, social gathering or at the workplace. This definition is quite general since the focus of interaction and relationship covers a broad spectrum of people, irrespective of whether they have the same goals, desires and ambitions.

From the organizational point of view, IR can be delineated as the daily interactions and relationship that exists between managers and subordinates or the interaction between co-workers (Nwinyokpugi & Omunakwe, 2019). Likewise, Robbins and Judge (2013) defined IR as the social interaction, an acquaintance and close relationship between an individual (employee) and other people (either co-workers or superiors) in the work setting/within an organization with the aim of cooperating together to achieve a common goal or objective. The scope of this definition focuses on the relationship that exists between internal members of the organizational.

Relationship is a two-way affair, hence, IR normally involves some degree of independence among the parties concerned. Concurring with this statement, Velmurugan (2016) aver that parties to a given relationship are likely to influence each other via engaging in activities together as well as sharing ideas and feelings. Normally, a change in one person's attitude may have a positive or negative impact on the attitude of the other person.

Workplace interpersonal relations can be fundamentally categorized into diverse forms: employer-employee relationship, employee-employee relationship employee-customer relationship, workplace friendship, just to mention a few. Despite the various forms, this study limited workplace interpersonal relations to

employer-employee relationships and employee-employee relationship. As the name suggests, employer-employee relationship refers to the social interaction and formal relationship between a superior and employee (Supanti, Butcher & Fredline, 2015).

Employer-employee relationship is sometimes regulated by a legal framework. For instance, in Ghana, Labour Act, 2003 (Act 651) is a national legislation which regulates the relationship between the employer and employee. Aside this national law, other institutions have structured and official regulations usually enshrined or implied in the institution's broad code of conducts and mission statement. In such institutions, the onus lies on superiors to manage such relationships via adopting concrete human resource practices.

Institutions that have good employer-employee relations tend to develop initiatives and programs that ensure that employees are happy and treated in a fair manner. Such initiatives also help in solving and prevent problems arising from interpersonal conflicts (Muthoka, 2017). Employees who are very close to superiors in the employer-employee relationship tend to exhibit behavioral tendencies that are consistent with institutional objectives.

Unlike employer-employee relationship, employee-employee relations deal with the association between a worker and his/her co-workers. Basford and Offermann (2012) aver that, while employee interaction with superiors focuses on formality and position in the hierarchy of authority, employee-employee relations is mostly informal and built on friendship. Supporting this assertion, Ariani (2015) state that a worker who establishes friendship relationships with other co-

workers experience a healthy physical and mental state. This further enables such workers to give off superior performance, thereby, improving productivity.

Interpersonal relations is something that does not happen overnight, hence, it is very important for all parties concerned in the relationship to accommodate each other, instead of repudiate each other. Owing to this, Cascio (as cited in Frimpong, 2014) proposed some activities that can help achieve and maintain effective interpersonal relations: a) the relationship should be built on mutual trust and respect b) honesty should prevail in all dealings c) timely and unbiased resolution of all grievances d) effective and proper communication (information sharing) between the parties concerned e) consistency regarding the interpretation of contract; and f) good supervision of work

Factors Influencing Interpersonal Relations

There are divergent views and conceptualizations among scholars, academicians and practitioners regarding what constitute the factors or dimensions related to workplace interpersonal relations. For instance, a study conducted by Ulrich (2010) on interpersonal relationship at work among Swedish health organizations adopted relational justice, social support and organizational justice as the factors of interpersonal relations.

Furthermore, James and Nickson (2013) as well as Nwinyokpugi and Omunakwe (2019), in their study, considered team building efforts, initiation of social activities, climate of openness and effective communication as the various dimensions of interpersonal relations. More so, Muthoka (2017) identified conflict resolution, employee empowerment, employee compensation and

employee voice as the dimensions of interpersonal relations. Consistent with the above literature, this study considered conflict resolution, communication, social support, team building and relational justice as the factors affecting interpersonal relations. It is important to state that, these factors were compositely measured in the study.

Conflict Resolution

Despite the fact that organizational members share the same goals and work towards achieving such goals, conflict is an inescapable part of workplace interpersonal relationships. Conflicts arise as a result of difference in opinion and perceptions among organizational members. Thus, it occurs when two or more people working in the same department, team or organization appear to be incompatible due to human affective states such as discrepant views, open aggression, resistance, anxiety and hostility (Malikeh & Elham, 2013). Based on this description, Olakunle (2008) identified six different levels of conflict, including: interpersonal, intrapersonal, intergroup, intragroup, inter-organizational and intra-organizational.

Conflict may even escalate when one party in the relationship is unwilling to compromise. The aftermath of conflict may either be positive or negative. In most cases, the kind of conflict that occurs in organizations tends to be negative because the interest of the individual is mostly opposed or negatively affected (Jerng et al., 2017). However, whether the conflicts may end up positively or negatively is dependent on the kind of tension that has been generated, the extent to which individuals can accommodate opposing views, and effective strategies

adopted to manage or resolve the conflict (Aziz, Coşkun & Koç, 2017; Rahim, 2017).

One of the key objectives of most organizations is to minimize, avoid or manage conflicts, especially at the initial stages. This is due to the fact that adopting an indifferent attitude towards conflicts can deteriorate the positive relationship that exists between organizational members (Frimpong, 2014). Effectively managing conflicts within an organization is an integral part in managing the relationship that exists between members of the organization (Njau, 2012). Concrete conflict resolution strategies prevent employees from spreading negative information about the organization to outside. It is even perceived that timely conflict resolution provides voluntary and private opportunities to solve employee related problems (Muthoka, 2017). In dealing with conflicts, some organizations resort to involving a neutral person (usually unbiased person) to help settle the disagreements between the parties concerned.

Apart from involving a neutral person, other significant strategies have been identified to help manage conflict at the workplace, especially when interpersonal relationship is concerned. Fortunately, Obakpolo (2015) propose the following: a) mutual respect and understand, b) being professional and prioritizing organizational goals instead of advancing persona interest, c) treating employees with equity and avoiding favoritism, d) avoid negative competition at the workplace e) delay your judgments about other superior and other co-workers, f) learning to control one's emotions and g) communicating effectively. Although the list is non-exhaustive, putting in place these strategies will go a long way to

improve the relationship between organizational members, thereby, increasing performance levels.

Communication

The pivotal role played by communication in organizations cannot be overemphasized. Communication is critical in all professional relationships, being it among employers and employees and among co-workers. Effective communication is undoubtedly the essence of human life and regarded as the bedrock for successful interpersonal relations (Semren, 2017). Communication can either be good (effective) or bad (ineffective), however, good communication is considered as necessary condition to achieve organizational success. It is important to appreciate that, although communication is perceived as a universal concept, its practice differs across various institutions depending on organizational culture, degree or organizational politics and workplace relationship (Dozier, Grunig & Grunig, 2013; Qrunig & Qrunig, 2016).

Definition of communication abounds in literature, especially in the field of social sciences, management, organizational behaviour and marketing. Ince and Gul (2011) generically define communication as the exchange of opinions via words, emotions, symbols and letters, knowledge and ideas between at least two people. Thus, communication is said to have taken place when two or more individuals exchange information. Tining and Silitonga (2018) also explicate communication as flow of information within an organization and the exchange of messages (both verbal and non-verbal) between two parties (sender and receiver), which is aimed the alteration of bhaviour.

While these two definitions are true, it does not provide the holistic meaning of what effective communication constitute. This is because, for communication to be effective, both parties must understand the exchange of information and there should also be feedback. Consequently, effective communication can be described as the sharing of information between two parties (the sender and receiver), where both parties understand the message that is being conveyed and there is an appropriate feedback.

In as much as there are several definitions of communication, extant literature highlight that researchers (Karimi, 2013; Susnaini, Sudarwan & Abdurrobbil, 2016) are conclusive regarding the various levels of communication. The various levels of communication include: interpersonal, intrapersonal, organizational and macro-social. It is important to acknowledge that each communication level plays a special role in our daily endeavors depending on the situational context. This study primarily focused on interpersonal and organizational communication since these levels include the analysis of relationship between two parties within an organization where relationships can be developed, communication among professionals can be enhanced or where there can be communication lapses which may destroy working relationships.

Effective communication has potential benefits to organizational members as well as the entire organization. Employees who find themselves in organizations where communication plays a pivotal role tend to feel a sense of belongingness. Such employees are able to solicit for help and clarifications from superiors and co-workers in order to complete a given task (Syallow, Mberia &

Bosire, 2019). More so, effective communication creates a sense of trust between superiors and subordinates within an organization (Mishra & Sinha 2014; Kozarić 2016). Supporting this claim, many scholars (Tsai, Chuang & Hsieh, 2009; Femi, 2014; Nwinyokpugi & Omunakwe, 2019) highlight that when employees enjoy an open line of communication with superiors, there is a high tendency of improving relational identification, increase productivity and subsequently improve organizational performance.

Social Support

Social support is perceived as one of the critical factors influencing interpersonal relations. Unlike other negative psychological factors at the workplace, social support is a positive dimension of interpersonal relations. In an organization, employees expect to receive the required level of help, care, assistance and support from their co-workers and superiors when the need arises. This phenomenon gives rise to the idea of “social support”.

The term social support can thus be explicated as the assistance that individuals offer to other people (especially in social systems, like an organization) with the aim of helping them cope with situational demands (Jang, 2012). In a related definition, Rittenour and Martin (2008) labeled social support as a key component in social interactions which is characterized by compassion, empathy, support, sympathy, encouraging others and the validation of feelings. The premise of social support is not only restricted to helping other in stressful or difficult situations but that people are expected to provide help to one another in all situations, especially when the need arises.

Social support is further rooted in the ideology that employees need to be provided with all the necessarily support (e.g. financial, material, emotional, human support and other relevant resources) so as to help undertake his job diligently. Parallel to this sentiment, Nwinyokpugi and Omunakwe (2019) highlight that an employee who receive the needed support in an organization (whether from the employer or co-workers) tend to produce superior performance, which in the long-run helps to an organization achieve its stated qualitative and quantitative goals. Other researchers (Landy & Conte, 2010; Selakovic & Ljepava, 2014) further contribute to the discourse by indicating that inadequate social support normally affects workplace interpersonal relations, which may lead to counterproductive work-related behaviours such as poor attitudes, distress and decline in overall level of job satisfaction.

Social support normally influences pro-social behaviour and may include both subjective support and objective support. Guo (2017) provides a clear distinction between subjective support and objective support. Subjective support refers to the emotional experience and gratification which members of an organization experience as a result of being respected and understood during interpersonal interactions. Conversely, objective support broadly looks at the physical support or material support that is provided to organizational members. It is important to appreciate that, irrespective of the type of support, social support demands that employees be supported, care for, respected and encouraged.

Team Building

Today's manager has come to realize that the use of teams is central to the well-functioning of their organizations. As such, instead of encouraging employees to work in isolation, superiors prefer the use of teams to accomplish organizational objectives (Fapohunda, 2013). This is rooted in the ideology that "more output can be realized from employees working in teams relative to the output from an individual employee". A team, according to Shujaat, Manzoor and Syed (2014), is defined as a group of people in a unit who work together and have a common purpose through which all members develop harmonious relationships so as to achieve a given task. This definition emphasizes the importance of effective collaboration among members working in a team. Thus, for teams to function effectively, individual members must strive to be collaborative, cohesive and cooperative with each other.

Teams are very important because they encourage institutional members to value cultural diversity, appreciate diverse personalities and opinions. It has been found that in a team where all members think alike regarding problems tend to achieve less result (Rosenau & Moran, 2014; Mathenge, 2019). Hence, effective teams must have members who have different problem-solving skills so as to encourage creativity and innovation in addressing problems. However, if this diversity is not checked, it may breed conflict which may escalate the problem rather than solve it (Ngeny, 2016). In some scenarios, some members within the team tend to act in a selfish manner. When this happens, the team spirit is affected

which may stifle both the relationship between members as well as the expected output (Li, Kirkman & Porter, 2014; Cheum, 2017).

Team building activities are deliberately encouraged in the organization to improve interpersonal relations and further increase performance outcomes. One of the important values of having a team is to reduce the workload of individual employees so that tasks are distributed equally to all team members (Nwinyokpugi & Omunakwe, 2019). As work is distributed among team members, the task is completed faster and productivity also improves. Effective team building has been seen to influence other job related attitudes. For example, Lornudd, Bergman, Sandahl, and von Thiele Schwarz (2016) aver that working in teams help to reduce stress, enhance decision making, reduce fatigue levels, enhance job satisfaction and performance.

Relational Justice

While it is common in most organizations to have some form of differential and inconsistent mechanisms (e.g pay structure, promotion, and performance appraisal) when dealing with organizational workforce, all employees expect their superiors treat them with fairness. Thus, the fundamental of the concept of relational justice is that employees perceive that their superiors and other co-workers treat them equally or fairly without any bias. In this study context, relational justice is largely perceived as both interactional justice (Bilal, Muqadas & Khalid, 2015) and informational justice (Shan, Ishaq & Shaheen, 2015). Interactional justice looks at fairness based on the relationship that exists between employees and their superiors. On the other hand, informational justice is

the fairness or equity that employees expect from their superiors and other colleagues based on informational sharing.

There are situations where some employees feel marginalized, neglected and disrespected based on the perceived injustices meted out to them. Unfortunately, this is a prevalent situation in most institutions, whether private or public. It is believed that employees who feel their superiors and other colleagues have exceptional relational skills in dealing with issues tend to impact the way they go about their daily activities (Nwinyokpugi & Omunakwe, 2019), which leads to improved performance. To ensure that employees are treated fairly without bias, superiors can design an organizational culture that is devoid of discrimination and other related favoritism practices like nepotism and cronyism (Suharto & Nusantoro, 2018).

Concept of Job Satisfaction

Job satisfaction has over the years become one of the critical job-related attitudes that has a rich literature base in the field of management and other related disciplines. The soaring interest in this area is primarily due to the fact that, job satisfaction influences the thinking of employees (Dalimunthe, Absah & Salim 2018) and permeate other job-related attitudes, like performance, intention to leave an organization (employee retention) and commitment (Dugguh & Dennis, 2014; Fadlallh, 2015; Tarigan, & Ariani, 2015). Despite the popularity of the concept, researchers are somewhat inconclusive about what constitutes its definition. One of the earliest definitions of job satisfaction is traced to the work

of Locke (1969), where the term was defined as a gratifying or positive emotional state that results from the evaluation of an individual's job or his job experience.

Aside Locke, several other scholars have attempted to define job satisfaction from their perspectives. For instance, Robbins and Judge (2013) delineated job satisfaction as a general positive feeling that an employee gets from his or her job after the characteristics of the job has been assessed. This definition connotes that employees will experience higher levels of job satisfaction if they have positive feelings about their job. However, job satisfaction tends to be lower when employees have negative or bad feelings about their respective jobs.

The term is further described as the feelings and overall attitude that an employee has about his job (Armstrong & Taylor, 2014). This definition stresses on whether an individual like or dislike his job whether it has been evaluated or not. Thus, employees' satisfaction or dissatisfaction is dependent on the kind of attitude toward the given job (if the employee thinks or feels positive about his job, then he or she is satisfied and the inverse is true).

The importance of assessing and studying employee job satisfaction is anchored on three predominant perspectives: humanitarian perspective, utilitarian perspective and good indicators for organizational activities. These perspectives are succinctly explained by Spector (as cited in Alromaihi, Alshomaly & George, 2017). Firstly, the humanitarian perspective is held in the ideology that organizations should understand the significance of treating employees with respect and without any form of biasness or partiality. Secondly, the utilitarian perspective holds that the degree of satisfaction or dissatisfaction has the ability to

affect an employee's behaviour, either negatively or positively. Finally, job satisfaction can serve as a good benchmark for organizational activities. Thus, via job satisfaction, performance can be boosted by assessing how employees are content in the various departments within an organization.

Job satisfaction is, to a larger extent, a relative concept. Thus, what may lead to satisfaction for "employee A" may not necessarily lead to satisfaction on the part of "employee B". Consequently, several factors have been identified to affect employee job satisfaction. Notable among the factors are job security, promotion, working conditions, and demographic factors, such as age, gender and race (Sypniewska, 2014; Serpian, Bambang & Nayati, 2016; Jawabri, 2017). In line with this study, some researchers (Lachowski et al., 2018; Ezeanyim & Ufoaroh, 2019) have highlighted that interpersonal relations' (both among superior or co-workers) is also another significant factor that influences overall employee job satisfaction.

Concept of Organizational Performance

The concept of performance has received vast research interest in the field of business and other social science disciplines. Performance is regarded as a significant variable that measures an organization's well-being and how it achieves business success and other related achievements. While organizational performance is somewhat perceived as a complex phenomenon, some researchers have attempted to describe the concept in simplicity.

Organizational performance is broadly explicated as the achievement of organizational goals and objectives, taking into consideration actual results as

measured against expected results (Hadžiahmetović & Dinç, 2017). While this definition seems a little broad in scope, it is believed that the achievement of overall business success and performance is dependent on the cumulative performance of individual employees within an institution. Hence, this study attempts to explain organizational performance from employee performance perspective.

From the employee perspective, Sanyal and Hisam (2018) define organizational performance as the set of activities performed by employees aimed at achieving the objectives and goals of an organization. Goodarzi and Bazgir (2015) also define performance as the various activities and behaviours performed or exhibited by an employee towards accomplishing the stated goals and objectives enshrined in an organization's mission. This definition views performance to include the behaviour that employees demonstrate in achieving organizational objectives. Al-Omari and Okasheh (2017) further explain that performance is the outcome of an employee's work in an organization at a given time which mirrors how well the employee achieve a job's qualifications enshrined in an organization's mission.

While performance is a critical every organization's progress, its measurement has somewhat been inconsistent across several organizations and disciplines. This, according to several researchers (Matos, et al., 2017; Sanchez-Puchol, Pastor-Collado & Borrell, 2017; Pang & Lu, 2018), is due to the fact that every organization has different and conflicting goals of choosing certain performance metrics. In this study, performance was measured based on the level

of effectiveness and efficiency of an organization based on the behaviour and activities performed by employees.

It has been observed that inefficient performance from employees is tragic to the fortunes of an organization, thus, poor performance will lower overall effectiveness and productivity of the organization (Okoye & Ezejiofor, 2013; Razali, Ramlan & Hashim, 2017). Employees who have conducive working environment characterized by good interpersonal relations are likely to show positive behavioral tendencies towards their job, thereby enhancing their efficiency and effectiveness levels (Akpan & Akpan, 2017).

Empirical Review

Relationship between Interpersonal Relations and Organizational Performance

The link between interpersonal relations and organizational performance has received a fair share of literature and research among several scholars. For instance, in assessing the effect of interpersonal relations on productivity among employees of Nigeria Social Insurance Trust Fund (NSITF) in Nigeria, specifically Abuja, Asongo, Aguji and Utile (2018) via the use of a survey research design and simple random sampling technique found that the performance levels of employees is influenced by the existence of positive interpersonal relations. In a related study in Sri Lanka, Padmasiri (2018) undertook a study on the effect of team building on employee performance. The study adopted a simple random sampling technique collect data from 150 employees. Structured questionnaire was used as the main data collection

instrument. The findings revealed that team building and employee performance were positively related.

Interpersonal relations in the form of empowering employees contribute significantly to ensuring satisfactory performance levels (Amstrong, 2009). Thus, through positive interpersonal relations, employees are motivated to produce superior performance while work-related problems that have the potency to affect employees' output levels are resolved amicably (Heathfield, 2010). A study conducted by Miles (2012) revealed that negative interpersonal relations due to poorly managed conflicts potentially affect quality of service and hinder the innate capabilities of employees to provide meaningful performance. Also, Muthoka (2017) found that interpersonal relations practices (employee empowerment, conflict resolution, employee voice and employee compensation) influenced the organizational performance of employees in the public healthcare sector.

In Kenya's Commercial banking sector, Ngui (2014) investigated the effect of human resource strategies (training and development, compensation strategies, employee relations and recruitment and selection strategies) on organizational performance. The study disclosed that employee relations practices' has a positive influence on market share, growth rate and profitability of Kenya's Commercial Banks. Moreover, in examining the link between interpersonal relationship and organizational productivity, Nwinyokpugi and Omunakwe (2019) found that workplace interpersonal relationship has a positive

and significant impact on the productivity of employees in banks in Port-Harcourt.

However, some researchers provide contradictory findings. For instance, Zhu et al. (2013) found that, although there was a relationship between conflict resolution and organizational outcome, the relationship was not significant. Agba (2018) further found that in as much as interpersonal relations is necessary to improve performance; it is not a sufficient practice in motivating higher performance.

Interpersonal Relations and Job Satisfaction

There is a rich pool of literature that has discussed and attempted to confirm how employees' job satisfaction levels is influenced by workplace interpersonal relations. In a study conducted to understand the impact of interpersonal relationship on job satisfaction, Srivalli and Vijayalakshmi (2015) conveniently collected data from six engineering colleges among 120 faculty members and found that interpersonal relationship has a positive impact on job satisfaction.

Yañez and Ripoll (2010) also conducted a study to evaluate the influence of workplace interpersonal relationship on the general job satisfaction among 209 hospital employees. The study via logistics regression found that workplace interpersonal relationship (especially relationship with superiors) significantly influences the general satisfaction levels of employees. Obakpolo (2015) further highlighted that a workplace which is characterized by positive friendship has the tendency to improve work-related behaviour like job satisfaction.

Arafat, Zaki and ELKashif (2018) undertook a study with aim of assessing whether the job satisfaction of nurses in Benha city, Egypt, is influenced by interpersonal conflict. The study resorted to the use of convenient sampling to select 150 respondents. The findings of the study showed that interpersonal conflict and job satisfaction among the sampled nurses was negatively and significantly correlated. Thus, a clear indication that, as conflict between employees decrease, job satisfaction levels has a higher tendency of increasing. Elsewhere in Poland, Lachowski, Florek-Łuszczki, Zagórski, and Lachowska (2018) assessed the influence of interpersonal relations on employee job satisfaction. The results of the study indicated that overall job satisfaction is influenced by the level of satisfaction with interpersonal relations. Owing to the above empirical review, it can be suggested that high levels of interpersonal relations at the workplace leads to improved job satisfaction.

Job Satisfaction and Organizational Performance

Achieving high levels of performance among employees via efficiency and effectiveness has been one of the topmost strategic priorities of most organizations. Consequently, superiors and human resource practitioners are steadily appreciating the human element of every job which makes employees happy to elicit the right attitude towards a given job.

There has been an influx of research on the relationship between job satisfaction and employee performance in the field of management, industrial psychology and organizational behaviour. The burgeoning nature of studies in this area, and among these two important constructs, indicate that organizations do not

merely perceive job as a means of earning a living, but as a significant extension of assessing whether satisfied employees will give off superior performance (Owusu, 2014). In examining the influence of job satisfaction on employee performance among some selected public entities, Ezeanyim and Ufoaroh (2019) found a positive relationship between the two constructs.

Furthermore, Oravee (2019) conducted a study on how job satisfaction (intrinsic and extrinsic rewards) influences employee job performance. Both field survey and secondary sources were used to collect data for the study. Analysis of the study disclosed that, in as much as job satisfaction has a positive impact on employee job performance, superior performance cannot be effectively achieved only through hygienic factors such as salary and working conditions. In another study conducted by Fadlallah (2015), it was found that the factors of job satisfaction are significantly and positively related to employee's job performance. The study further concluded that job satisfaction and performance is enhanced whenever employees enjoy good working conditions, positive worker relationship, good remuneration and promotion.

Moreover, Balouch and Hassan (2014) investigated on the how the determinants of job satisfaction influence the employee job performance and the intention to leave an organization. A total of 150 respondents were selected via convenient sampling technique. It was disclosed that job satisfaction was significantly associated with employee job performance. Finally, Ratia and Tuzlukaya (2019), in examining the link between job satisfaction dimensions and

job performance, found an empirical support for the hypothesized relationship between the two constructs.

Conceptual Framework

The researcher developed a conceptual framework to provide a guide and further explain the link between the thematic variables of interest in this study. Consequently, this study was based on the premise that interpersonal relations at the workplace influence organizational performance. Thus, there is a direct link between interpersonal relations and organizational performance. Further, the study proposed that job satisfaction serves as an explanatory link between interpersonal relations and organizational performance (see Figure 1). The conceptual framework was developed by considering the theoretical review and empirical review in the study.

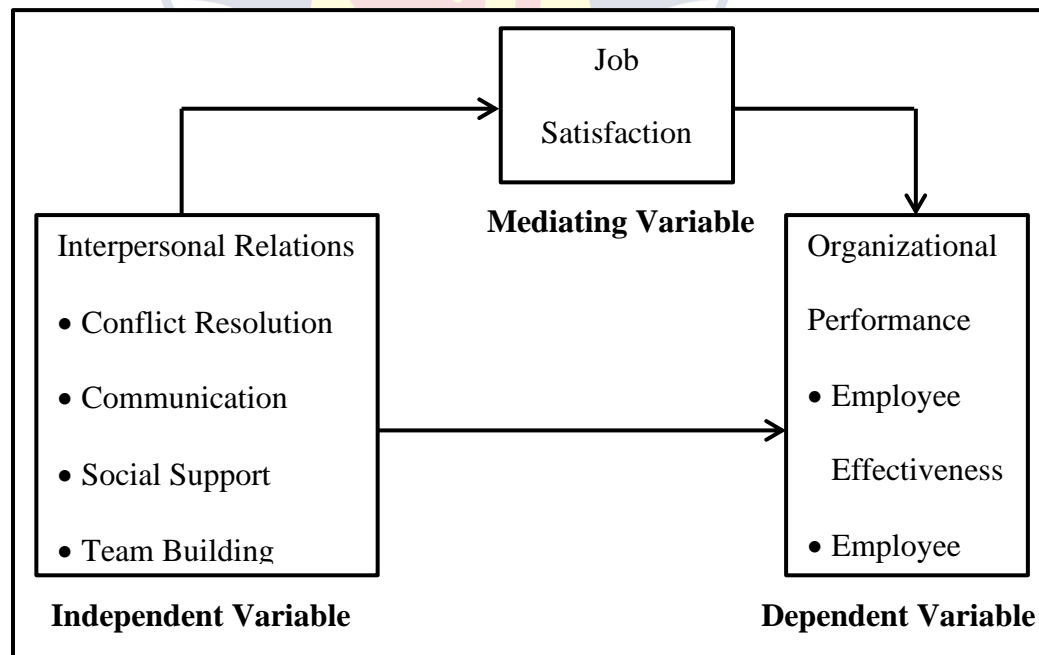


Figure 1: Conceptual Framework

Source: Author's Own Construct, 2020

The conceptual framework shown in Figure 1 shows how job satisfaction mediates the relationship between interpersonal relations and organizational performance. From the conceptual framework, interpersonal relations (conflict resolution, communication, social support, team building and relational justice) is the independent variable, while organizational performance is the dependent variable. The goal of every organization is to ensure that it achieves its stated objectives, and educational institutions, like University of Education, Winneba, is not an exception. Performance is achieved when employees perform their jobs effectively and efficiently. Hence, it is believed that when an institution is characterized by good interpersonal relations, performance is likely to be enhanced. From an indirect relationship perspective, it is believed that when employees find themselves in a workplace characterized by good interpersonal relations, they are likely to be satisfied with their work and their level of satisfaction will be translated into positive behaviour towards their jobs, hence improve performance.

Chapter Summary

This chapter was devoted to reviewing existing literature that was related to the study. The chapter adopted the social exchange theory as the theoretical foundation for study. Later, the thematic areas (interpersonal relations, job satisfaction and organizational performance) of the study were explained in details. The chapter ended with conceptual framework, which guided the researcher to establish the relationship between the study's thematic areas. Unlike other studies, this study looked at whether job satisfaction plays a mediation role

between interpersonal relations and organizational performance. The extant literature review further shows that most of the studies on interpersonal relations have been conducted in other countries and have a different focus, leaving a contextual gap in the Ghanaian setting, especially within educational institution.



CHAPTER THREE

RESEARCH METHODS

Introduction

This research has been framed to examine the effects of interpersonal relations on organizational performance, focusing on the mediating role of job satisfaction in the University of Education, Winneba. This chapter deals with the methodology employed in undertaking the study. The chapter is organized as follows; Research design, Research Approach, Study Organization, Population, Sample and Sampling Procedure, Data collection Instrument, Data collection Procedures, Data Processing and Analysis, and Reliability and Validity.

Research Design

A research design is primarily described as a structure, plan or structure of investigation conceived by the researcher to get answers to research questions (Kumar, 2012). Extant literature suggests a research design may be descriptive, exploratory and explanatory (Malhortra, 2015, Saunders & Bezzina, 2015). In this study, the researcher employed the explanatory research design. Adopting the explanatory design helped the researcher to accurately explain and examine the effect between the variables (interpersonal relations', employee job satisfaction and organizational performance) of interest under study.

Thus, this design helped the researcher to explicate the rationale behind the phenomenon under study and further helped to explain how a change in the independent variable (s) influenced the dependent variable. Zickmund Babin, Carr and Griffin (2012) claim that explanatory designs enable researchers obtain better

results while manipulating variables of interest in a study so that the cause and effect relationship can be accurately determined. However, one of the backdrops of this design is that manipulating the variables of interest may be fraught by subjectivity and human errors. Another obvious drawback is that there is a likelihood of perceiving events, variables or phenomenon that happens coincidentally as having causal relationships.

Research Approach

The researcher adopted the quantitative research approach for this study. Leedy and Ormrod (2010) indicate that the quantitative approach is appropriate when information can be statistically measured. This approach provides researchers the opportunity to use various data collection techniques like questionnaires, personality tests and other standardized research instruments. The approach presented the researcher the opportunity with the ease and speed to conduct the analysis and test the research hypotheses via the adoption of appropriate quantitative analytical tool (Musah, Mumuni, Abayomi & Jibrel, 2013). Thus, the researcher's choice to adopt this approach stems from the fact that it helped quantify the opinions of the respondents in relation to how interpersonal relations and job satisfaction is related to their level of performance.

Study Organization

The University of Education, Winneba (UEW) is one of Ghana's prestigious universities. The university was established in 1992 under PNDC Law 322. It was initially called the University College of Education of Winneba (ECEW). However, on May 14, 2004, the status of the university was upgraded to

a full university under the University of Education Act, Act 672 was then called the University of Education, Winneba. The university currently operates from four distinct but related campuses: College of Languages Education, which is located at Ajumako; College of Agriculture Education, which is located at Mampong; Colleges of Technical Education, which is located at Kumasi and the main Winneba campus located in the Central Region, where the central administration is situated. However, a fifth campus is under construction in Techiman to accommodate the College of Distance Education and Extension Services.

Presently, the University offers more than 100 programmes via full-time, part-time, sandwich and distance modes of study. The university has eleven (11) faculties with forty-nine (49) departments through which the various undergraduate and postgraduate courses are offered. The mission of the university is to offer top-notch tuition, train and develop professional teachers that will fit all the levels of education in Ghana. Thus, the university aims at playing a significant role in the country's drive to nurture scholars whose expertise would be fully utilize within Ghana and the West African sub-region. The university also strives to be a research-based institution and disseminate knowledge as well as contribute to developing concrete educational policies. It is important to stress that, this study was mainly conducted in the Winneba Campus, which is considered as the main campus and has largest number of staff or employees.

Population

The population of a study is generically explained as the total group of people, objects or persons within a particular geographical setting to which a researcher or researchers maybe interested in making generalizations about their results or findings on a given subject matter (Fowler, 2013). In his study, a target accessible population of 345 workers was considered. The accessible population was used, because they represented staff who were willing and available to participate in the study. The population was made up of senior members, senior staff and junior staff at the University of Education, Winneba.

Sample and Sampling Procedure

Collecting data from all members of the population is sometimes or relatively difficult. As such, it is very important to rely on sample from the population so as to represent the entire population (Yin, 2015). A sample is, therefore, considered as a subset from a given population which a researcher collects data for analysis and extrapolation purposes (Garson, 2012). In this research, a sample of 185 respondents was carefully selected via stratified sampling technique from the various departments of the respondents.

The stratified sampling technique was employed due the heterogeneous nature of the population coupled with its homogenous strata. This sampling technique also ensured that each stratum was proportionately represented within the sample frame and it further has many of the merits of simple random sampling technique. The sample size was scientifically determined by considering the formula developed by Slovin (1973). This formula for sample size determination

is popularly applied in social sciences research. The sample size was determined as follows:

$$n = N / (1 + Ne^2)$$

Where:

n is the sample size

N is the size of the target population=345

e is the error tolerance =0.05

Consequently, in substituting the target accessible population value of 345 into the formula, the sample size was 185.

Data Collection Instruments

Considering the nature of the study, the research resorted to the use of questionnaire as the main data collection instrument. A questionnaire is basically an official set of structured and logical questions that used by researchers to obtain information from respondents (Malhotra, 2015). Generally, a questionnaire may contain both open-ended and closed ended questions. In this study, the researcher adopted the close-ended questionnaire style. Unlike open-ended questions, which allow respondents to provide subjective, but thought-provoking answers, close-ended questions allow researchers to collect concise and clear responses or information from respondents. Specifically, a checklist closed-ended items were employed to measure the constructs under study. This involved the use of Likert scale, which is very expedient for investigating attitude, behaviour and other significant phenomenon of interest in a continuum (Leedy & Ormrod, 2010).

The use of questionnaire for collecting data has some benefits for researchers. Questionnaire is best suited for collecting data from a relatively larger population. Concurring with this assertion, Taylor, Sinha and Ghoshal (2011) aver that using questionnaire is prudent way of collecting data from a large number of people if factual and accurate information is needed. The use of questionnaire also allows data to be collected at faster pace compared and less laborious compared to other forms of data collection instruments. Finally, questionnaire is preferred option for collecting data if the research objective is quantitative in nature (as in this study). On the contrary, one of the set-backs of questionnaire is that it sometimes distorts and limits the information needed for making extrapolations (Dowson & McInerney, 2001).

The questionnaire was developed and designed with the help of experts and academicians. Items included in the questionnaire were done by considering extant literature, the research objectives and hypotheses. The questionnaire was pre-tested among 47 staff members of the University of Education, Winneba, prior to the distribution of the final version. The results of the pre-test helped the researcher to enhance the quality, clarity and coherency of the questionnaire. This further helped to enhance the content validity of the questionnaire.

In all, the questionnaire was made up four sub-divisions. The first Section (Section A) generally captured questionnaire related to the demographic information of the respondents. The second part (Section B) captured information related interpersonal relations. The third part (Section C) was aimed eliciting information on the job satisfaction of the respondents. The last part (Section D)

covered information related to organizational performance. In all, the questionnaire contained 23 items related to the key thematic areas (interpersonal relations, job satisfaction and organizational performance) of the study.

Data Collection Procedures

To help successfully collect the data, the researcher took a letter of introduction from the University of Cape Coast, which was later presented to the University of Education, Winneba. This provided the researcher permission to undertake the study. Thus, the letter of introduction legitimately introduced the researcher to the sample respondents. Prior to the actual data collection, the respondents were made to understand that the study was primarily for educational purpose. The main purpose of the study was also explained to the respondents. Anonymity and confidentiality of the respondents were further guaranteed.

A period of two (2) months (from August, 2019 to September, 2019) was used in collecting the data from respondents. This gave the respondents sufficient time to fill and complete the questionnaire. To ensure the timely collection of the completed questionnaires, the researcher kept in-touch with the respondents via personal telephone calls, sending of email reminders and personal follow-ups. Averagely, the researcher made four personal telephone calls to the respondents. Respondents who misplaced their questionnaires were given new ones.

The questionnaire was administered directly to the respondents by the researcher. The questionnaires were given to the respondents in their respective offices. Adopting this approach helped the researcher to meet all the sampled respondents who needed clarifications. Using this strategy also helped the

researcher to record a 100% response rate. However, the researcher encountered some few challenges, including: replacing lost questionnaires and the procedure being time consuming.

Data Processing and Analysis

The data that was collected from the respondents were analyzed, using both descriptive statistics and inferential statistics. The questionnaire was coded prior to entering it into SPSS for the analysis. To minimize errors in the data entry process, the researcher resorted to the double entry method of inputting the data. This method was very efficient although it was relatively time consuming. Descriptive statistics (mean, percentages and frequencies) was used to report on the demographic information of the respondents. Likewise, descriptive analysis was employed for analyzing research objective one via Statistical Package for Social Sciences (SPSS). Research objectives two, three, four and the research hypotheses were analyzed, using structural equation modeling, with SmartPLS version 3 as the analytical software.

The choice of using PLS hinges on a number of important considerations. According to Peng and Lai (2012), PLS-SEM has become one of the widely adopted analytical tools in business and social sciences due to its ability to accommodate relatively complex models. Other scholars (Bodoff & Ho, 2016; Hair et al., 2017) further aver that PLS-SEM should be best applied and adopted as an analytical tool if the study is explanatory in nature. This influenced the researcher's decision to use PLS-SEM because it is a good predictive-criterion analytical tool which helped to measure the degree to which a one variable

accurately predicts another variable. Moreover, compared to other relevant covariance analytical tools, PLS-SEM is very robust in dealing with both formative models and reflective models (as in the case of this study).

Reliability and Validity

In conducting a study, reliability and validity are two important areas that need to be considered by the researcher. While reliability primarily deals with the consistency of a research instrument, validity looks at the accuracy with which a research instrument measure what it purports to measure. To ensure content validity, the researcher gleaned the scale items from prior validated scales. Also, the researcher developed the questionnaire with the assistance of experts and academicians (project supervisor) for approval and vetting prior to its administration. A pilot study was later conducted to enhance the clarity and content of the questionnaire. Furthermore, both reliability and validity were tested via assessing the performance of the reflective model.

While construct reliability was assessed via testing both Cronbach's alpha and composite reliability, convergent validity was assessed via outer loadings and average variance extracted (AVE). The reflective model's discriminant validity was assessed via Fornell-Lacker criterion, cross-loadings and Heterotrait-Monotrait Ratio (HTMT). Some scholars (Ringle et al., 2015; Hair et al., 2017; Ab Hamid et al., 2017) have suggested recommended cut-off points for measuring the constructs reliability and validity criteria (see Table 1). This guided the researcher's assessment.

Table 1: Measurement Criteria and Cut-off Points

Measurement criteria	Cut-off points
Outer loading	≥ 0.70
Composite reliability	≥ 0.60
Average Variance Extracted	> 0.50
HTM	< 0.85

Source: Adapted from Ringle et al., (2015), Hair et al., (2017), and Ab Hamid et al., (2017)

Chapter Summary

This chapter was devoted to describing the research methods that were employed for the study. While explanatory research design was employed as the research design, the quantitative research approach was adopted as the research approach. The study population was made up of senior members and senior staff at the University of Education, Winneba. Stratified sampling technique was used as the sampling technique to carefully select the respondents of the study. Questionnaire was the main data collection instrument, while SPSS and Smart PLS were used to analyse the data collected from respondents. The chapter ends with how the reliability and validity of the research instrument were assessed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The principal purpose of this study is to examine the effect of interpersonal relations on organizational performance, taking into consideration the mediating role of job satisfaction. The previous chapter looked at the research methods that were adopted for the study. The various components considered included research design and approach, population, sample and sampling procedure, data collection instruments, data collection procedures, and data processing and analysis. However, this chapter is devoted to providing the results based on data collected from the respondents. The chapter also provides a detailed discussion of the results in line with the research objectives and hypothesized relationships. The chapter is structured in two parts: demographic information of the respondents and results related to the research objectives and hypotheses.

Demographic Information of Respondents

The findings on the demographic information of the respondents surveyed for the collection of primary data are presented with frequencies and respective percentages in Table 2.

Table 2: Demographic Information of Respondents

Demographic variables	Frequency	Percentage
Age range		
26-35 years	22	11.9
36-45 years	92	49.7
46-55 years	56	30.3
56 years and above	15	8.1
Sex distribution		
Male	106	57.3
Female	79	42.7
Marital Status		
Married	113	61.1
Single	69	37.3
Divorced	3	1.6
Education level		
Masters	88	47.6
PhD	41	22.1
First Degree	56	30.3
Category of Staff		
Senior Members	77	41.6
Senior Staff	50	27.0
Junior Staff	58	31.4
Length of Service		
Less than a year	14	7.6
2-5 years	49	26.4
6-9 years	95	51.4
10 years and above	27	14.6
N	185	

Source: Field survey, Acquah (2020)

Table 2 presents the demographic information of the respondents. Concerning the age range of the respondents, it was found that majority (49.7%) of the respondents were within age range of 36-45 years. This was followed by 30.3% of the respondents who were within the age bracket of 46-55 years. Those who fell within the age bracket of 26-35 years were 11.9%. Only 8.1% of the respondents were within the age bracket of 56 years and above. Regarding the sex distribution of the respondents, it was found that 57.3% of the respondents were males, whilst 42.7% of the respondents were females. This connotes that the institution is male dominated.

With respect to the marital status of the respondents, it was found that 61.1% of the respondents were married, whilst 37.3% of the respondents were single. Only 1.6% of the respondents were divorced. Concerning the educational background of the respondents, it was revealed that majority (47.6%) of master's educational background, whilst 30.3% of the respondents have first degree. Those who had Ph.D. educational background were 22.1%. Regarding the category of staff survey for the study, it was found that majority (41.6%) of the respondents were senior members, whilst 31.4% of the respondents were junior staff. Only 27.0% of the respondents were senior staff.

Finally, regarding the respondents' length of service, it was revealed that 51.4% of the respondents have been working between 6-9 years. Also, 26.4% of the respondents have been working between 2-5 years. Furthermore, 14.6% of the respondents have been working between 10 years and above. Only 7.6% of the respondents have been working for less than a year. This finding connotes that the

respondents have been working a relatively long time in the institution. Thus, the opinions of the respondents can be relied upon to make accurate and informed decisions.

Factors influencing Interpersonal relations

In order to identify the factors influencing interpersonal relations of the respondents, their opinion was sought regarding the extent to which they agreed with various interpersonal practices. The respondents were further asked to rank some key interpersonal relation practices in terms of their importance and how it influences their work. The results are descriptive presented in Table 3 and Figure 2.

Table 3: Dimensions of Interpersonal Relations

Interpersonal Relations	Mean	Std. Deviation
Effective conflict resolution enhances relationships with co-workers	3.6904	.92921
Receiving support from co-workers and superiors improves interpersonal relations	3.7515	1.15431
Sharing information in a fair an unbiased manner improves interpersonal relations	3.7713	1.03718
I develop harmonious and cooperative relationships with co-workers because of working in teams	3.6426	.80990
Communication improves working relationships with supervisors	4.2979	1.37108
I enjoy a good relationship with my superior because I am treated fairly	3.7521	.94944
Interpersonal relations is improved due to timely resolution of conflicts	3.6862	.77558

Communication improves working relationship among colleagues	4.0160	.89249
I enjoy good relationship with my colleagues because they offer adequate support in difficult situations	3.9894	.94778
Problem sharing among team members improves interpersonal relations	3.9468	.82562
Weighted Mean	3.8544	

Source: Field Data, Acquah (2020)

Table 3 presents the responses of the respondents concerning the extent to which they agree with the various interpersonal relations factors. A careful look at the table shows that the respondents agree that effective conflict resolution enhances relationships with co-workers (M= 3.6904, SD= .92921). Likewise, the respondents agreed that receiving support from co-workers and superiors improves interpersonal relations (M= 3.7515, SD= 1.15431). Also, the respondents agreed that sharing information in a fair and unbiased manner improves interpersonal relations (M= 3.7713, SD= 1.03718). Additionally, the respondents agreed that they develop harmonious and cooperative relationships with co-workers because of working in teams (M= 3.6426, SD= .80990). Again, the respondents agreed that communication improves working relationships with supervisors (M= 4.2979, SD= 1.37108).

Furthermore, the results suggest that respondents agreed that they enjoy good relationships with their superiors because they are treated fairly (M= 3.7521, SD= .94944). Moreover, the respondents agreed that interpersonal relations is improved due to timely resolution of conflicts (M= 3.6862, SD=

.77558). More so, the respondents agreed that communication improves working relationship among colleagues (M= 4.0160, SD= .89249). Last, but not least, the respondents agreed that they enjoy good relationship with their colleagues because their colleagues offer adequate support in difficult situations (M= 3.9894, SD= .94778). Finally, the respondents agreed that problem sharing among team members improves interpersonal relations (M= 3.9468, SD= .82562).

Having elicited this response, the respondents were further asked to confirm and rank the following influential interpersonal relations factors: conflict resolution, communication, social support, team building and relational justice within their institution. Figure 2 presents the results.

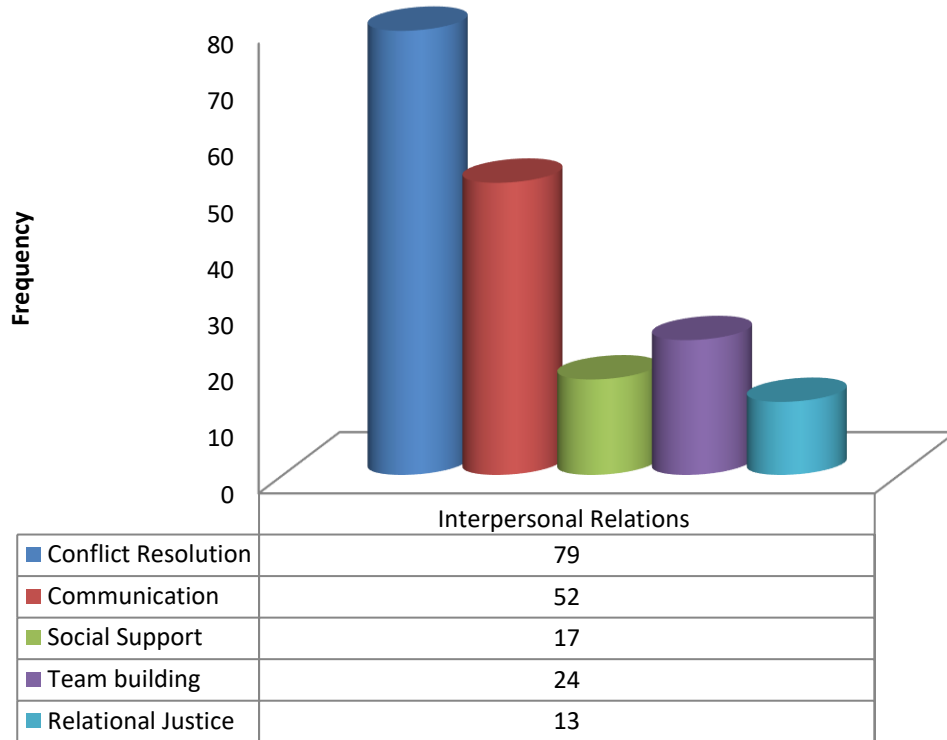


Figure 2: Factors Influencing Interpersonal Relations

Source: Field Data, (2020)

The results in Figure 2 show that majority (79) of the respondents (representing 42.7%) believed that conflict resolution is the major factor influencing interpersonal relations. This was followed by 52 of the respondents (representing 28.1%), who claimed that communication is a factor influencing interpersonal relations. Furthermore, 24 of the respondents (representing 13.0%) disclosed that team building is a factor influencing interpersonal relations. Moreover, 17 of the respondents (representing 9.2%) suggested that social support is a factor influencing interpersonal relations. Finally, only 13 of the respondents (representing 7.0%) claimed that relational justice is a factor influencing interpersonal relations.

The finding of the study is consistent with the findings and assertions of prior studies. Njau (2012) disclosed that conflict resolution is an important factor influencing interpersonal relations and that concrete conflict resolution strategies enhance relationship among organizational members as well as prevent employees from spreading negative information about the organization to outside. The findings further conform to the assertion Muthoka (2017) conflict resolution is an important factor which provides voluntary and private opportunities to deal with employee related problems, hence, improving interpersonal relations.

Additionally, the finding is congruent with that of Semren (2017), where it is indicated that effective communication is undoubtedly regarded as the essence of human life and bedrock for successful interpersonal relations at the workplace. Likewise, various scholars (Tsai, Chuang & Hsieh, 2009; Femi, 2014; Nwinyokpugi & Omunakwe, 2019) concur with the findings by highlighting that

when employees enjoy an open line of communication with superiors, there is a high tendency of improving relational identification, increase productivity and subsequently improve organizational performance.

Moreover, Landy and Conte (2010) concur with the current findings by indicating that that inadequate social support normally affects workplace interpersonal relations, which may lead to counterproductive work-related behaviours, such as poor attitudes, distress and decline in overall level of job satisfaction. Thus, it can be inferred from the findings that social support is a significant element influencing interpersonal relations at the workplace.

Furthermore, some researchers (Lornudd et al., 2016; Nwinyokpugi & Omunakwe, 2019) confirm the current findings of the study by disclosing that team building activities are deliberately encouraged in the organization to improve interpersonal relations and that some of the important values of having a team is to reduce the workload of individual employees, reduce stress, enhance decision making and reduce fatigue levels. Finally, the findings is in agreement with the assertion of Nwinyokpugi and Omunakwe (2019), which disclosed that employees who feel their superiors and other colleagues have exceptional relational skills in dealing with issues tend to go about their daily activities successfully.

Research Objectives Two, Three, Four and Hypotheses Testing

Prior to answering research objectives two, three, four, and the testing of the hypothesized relationships, it was imperative to evaluate the performance of the reflective model of the study. The performance of the reflective model was

evaluated by verifying whether the model and items used in measuring the various constructs has reliability and validity issues. In achieving this, construct reliability and validity were estimated. Construct reliability was estimated via Cronbach's alpha and composite reliability. Convergent validity was assessed via factor loadings and AVE. On the other hand, discriminant validity was estimated via Fornell-Lacker criterion, cross loadings, and HTMT ratio. The findings are presented in Table 4 to Table 7.

The findings from Table 4 show that the Cronbach's alpha values are between the ranges of 0.852 and 0.896. Also, the findings depict that composite reliability, which has become an alternative measure of reliability, achieved values within the ranges of 0.895 and 0.918. These findings show that the minimum threshold or cut-off points for construct reliability (Cronbach's alpha and composite reliability) were achieved. Regarding the estimation of convergent validity, all values of the factor loadings regarding the constructs were between 0.708 and 0.849. Likewise, the AVE values were between 0.597 and 0.630. Akin to the construct reliability threshold, the convergent validity (assessed through factor loadings and AVE) threshold was achieved. Considering these findings, we can confirm that the study had no validity and reliability issues.

Table 4: Construct Reliability and Validity

Constructs	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Interpersonal Relations	IR1	0.794	0.865	0.899
	IR2	0.725		
	IR3	0.822		
	IR4	0.784		
	IR5	0.766		
	IR6	0.741		
Job Satisfaction	JS1	0.849	0.852	0.895
	JS2	0.774		
	JS3	0.823		
	JS4	0.786		
	JS5	0.732		
Organizational Performance	OP1	0.708	0.896	0.918
	OP2	0.772		
	OP3	0.783		
	OP4	0.785		
	OP5	0.789		
	OP6	0.812		
	OP7	0.841		

Source: Field Data, (2020)

Discriminant Validity

It was also imperative to test the discriminant validity (testing if a particular construct was unique and fully captured the phenomenon not denoted by other constructs in the reflective model) via Fornell-Lacker criterion and

HTMT ratio. According to Fornell and Larcker (1981), the Fornell-Lacker criterion is achieved in a model if the square root of each variable associated with the AVE values exceeds the construct correlations. As depicted in Table 5, it is obvious that the Fornell-Lacker criterion was met, because the square roots of all the AVE values were higher than the correlations of the various constructs in the model.

Table 5: Fornell-Larcker Criterion

Constructs	Interpersonal Relations	Job Satisfaction	Organizational Performance
Interpersonal Relations	0.773		
Job Satisfaction	0.728	0.794	
Organizational Performance	0.691	0.735	0.785

Source: Field data, (2020)

Discriminant validity was further estimated via cross loadings (see Table 6). The basic assumption of the cross loadings is that items in a particular model is expected to load higher on the construct it is supposed to measure relative to other constructs in the model. For instance, looking at Table 6, it is clear that interpersonal relations' items loaded higher than all other items related to the other constructs. This follows suit for job satisfaction and organizational performance items when the comparison is done. Based on these findings, it can be confirmed that the reflective model in the study successfully verified discriminant validity through the calculation of the cross loadings.

Table 6: Cross Loadings

Factors	Interpersonal Relations	Job Satisfaction	Organizational Performance
IR1	0.794	0.504	0.566
IR2	0.725	0.501	0.523
IR3	0.822	0.652	0.555
IR4	0.784	0.620	0.522
IR5	0.766	0.542	0.508
IR6	0.741	0.541	0.531
JS1	0.598	0.849	0.534
JS2	0.516	0.774	0.550
JS3	0.570	0.823	0.619
JS4	0.533	0.786	0.658
JS5	0.661	0.732	0.547
OP1	0.553	0.583	0.708
OP2	0.513	0.569	0.772
OP3	0.577	0.605	0.783
OP4	0.504	0.548	0.785
OP5	0.498	0.580	0.789
OP6	0.594	0.570	0.812
OP7	0.547	0.575	0.841

Source: Field data, (2020)

Finally, discriminant validity was assessed via HTMT ratio. HTMT ratio measured the average correlations of the items (indicators) across the constructs.

Henseler et al. (2015) suggest that HTMT values in a model should be less than 0.9. In line with this threshold, it is confirmed from Table 7 that HTMT as a yardstick for estimating discriminant validity was achieved, in that all the values were below the threshold.

Table 7: Heterotrait-Monotrait Ratio (HTMT)

Constructs	Interpersonal Relations	Job Satisfaction	Organizational Performance
Interpersonal Relations			
Job Satisfaction	0.842		
Organizational Performance	0.785	0.838	

Source: Field Data, (2020)

Structural Model

After ensuring the reflective model was devoid of reliability and validity issues, it was imperative to evaluate the structural model. The structural model was evaluated via R Square (R^2), Q Square (Q^2) and F Square (F^2) and path coefficient. The R^2 explained the percentage of the variance of the dependent variable explicated by the independent variable. The findings in Table 8 show that interpersonal relations and job satisfaction combine to explain 0.592 (59.2%) of organizational performance. Again, the findings show that interpersonal relations explain 0.530 (53%) of organizational performance.

The effect size f^2 values were also estimated to find if the independent variable had any substantial effect on the dependent variable. The guiding

principle for assessing the f^2 is that values of 0.35, 0.15 and 0.2 reflect large effect, medium effect, and small effect, respectively (Cohen, 1988). From the findings, it can be confirmed that interpersonal relations has a medium effect ($f^2=0.280$) size on organizational performance. Similarly, interpersonal relations has small effect ($f^2=0.127$) size on organizational performance.

Stone-Geisser's Q Square (Q^2) was further used to determine whether the model has predictive relevance. According to Henseler et al. (2015), a model is deemed to have predictive relevance if the Q^2 values are higher than zero (0). From Table 8, it can be concluded that the reflective model in the study achieved predictive relevance, because all the Q^2 values are higher than zero (Job Satisfaction= 0.307 and organizational performance = 0.335).

Table 8: Predictive Accuracy, Predictive Relevance and Effect size

Path	R ²	Adjusted R ²	f ²	Q ²
Job Satisfaction	0.530	0.527	0.127	0.307
Organizational Performance	0.592	0.588	0.280	0.335

Source: Field Data, Acquah (2020)

Table 9 further presents the correlations between the latent variables (interpersonal relations, job satisfaction and organizational performance) considered in the study. The findings indicate that interpersonal relations has a strong positive relationship with job satisfaction ($R=0.728$). The findings also confirm that interpersonal relations has a strong positive relationship with organizational performance ($R=0.691$). Finally, the findings show that job

satisfaction has a strong positive relationship with organizational performance (R=0.735).

Table 9: Latent Variable Correlations

Path	Interpersonal Relations	Job Satisfaction	Organizational Performance
Interpersonal Relations	1.000		
Job Satisfaction	0.728	1.000	
Organizational Performance	0.691	0.735	1.000

Source: Field Data, Acquah (2020)

In achieving the research objectives and testing the hypothesized relationships, a bootstrapping procedure with 5000-resamples was undertaken to determine the significance of the path model's coefficient. The result of the bootstrapping procedure is presented in Table 10, Table 11, Figure 3 and Figure 4. Based on the findings in Table 10, it can be confirmed that interpersonal relations has a significant and positive effect on organizational performance ($\beta= 0.332$, $t= 3.497$, $p\text{-value}= 0.000$). Thus, research objective two (2) and H1 was supported.

Also, the findings show that interpersonal relations has a significant and positive effect on job satisfaction ($\beta= 0.728$, $t= 18.767$, $p\text{-value}= 0.000$), thus providing support for research objective three (3) and H2. Finally, the findings show that job satisfaction has a significant and positive effect on organizational performance ($\beta= 0.493$, $t= 5.984$, $p\text{-value}= 0.000$), thus providing support for research objective four (4) and H3.

Table 10: Path Coefficient (Direct Effect)

Path	Beta Coefficient	T Statistics	P Values	Hypothesis Testing
Interpersonal Relations ->				
Job Satisfaction	0.728	18.767	0.000	H2: Supported
Interpersonal Relations ->				
Organizational Performance	0.332	3.497	0.000	H1: Supported
Job Satisfaction ->				
Organizational Performance	0.493	5.984	0.000	H3: Supported

Source: Field Data, Acquah (2020)

Mediation Effect

The researcher was also interested in finding out if job satisfaction played a mediating role between interpersonal relations’ and organizational performance. In doing so, a mediating analysis was conducted. The finding of the mediating analysis is presented in Table 11, Figure 3 and Figure 4. The finding shows that job satisfaction played a mediating role between interpersonal relations and organizational performance ($\beta= 0.359$, $t= 6.075$, $p\text{-value}= 0.000$), thus providing support for H4. Thus, it can be indicated that job satisfaction is a major contributor to explaining the direct link between interpersonal relations and organizational performance.

Table 11: Mediation (Indirect Effect)

Path	Beta	T	P	Hypothesis
	Coefficient	Statistics	Values	Testing
Interpersonal Relations -				H4:
> Job Satisfaction ->	0.359	6.075	0.000	Supported
Organizational				
Performance				

Source: Field Data, Acquah (2020)

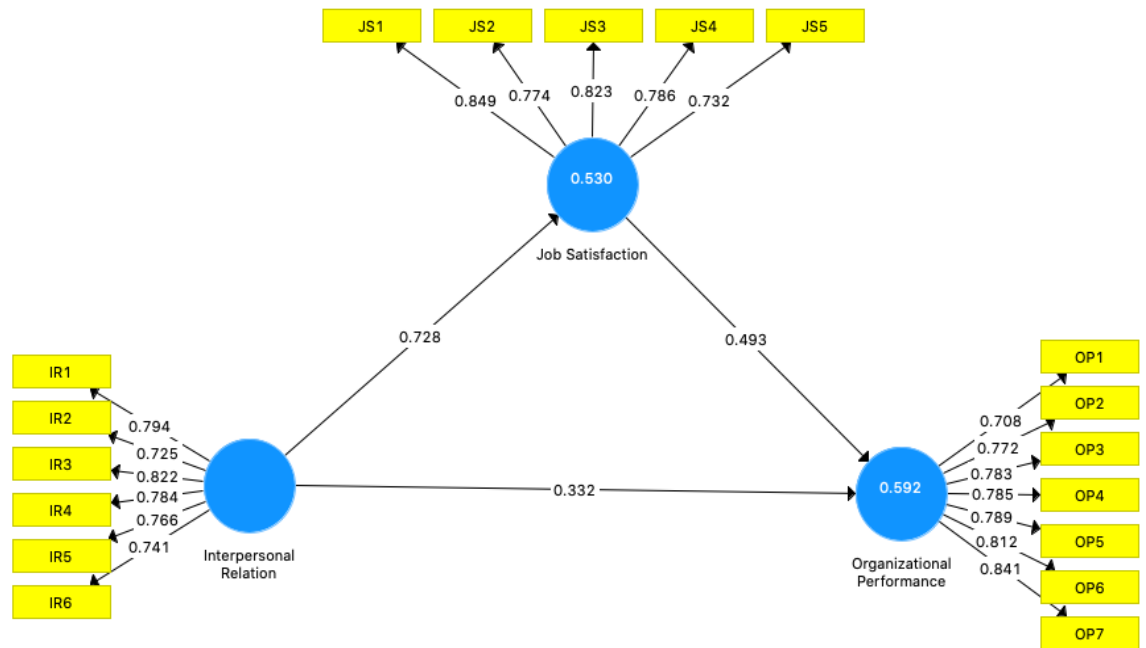


Figure 3: Structural Model (PLS Algorithm)

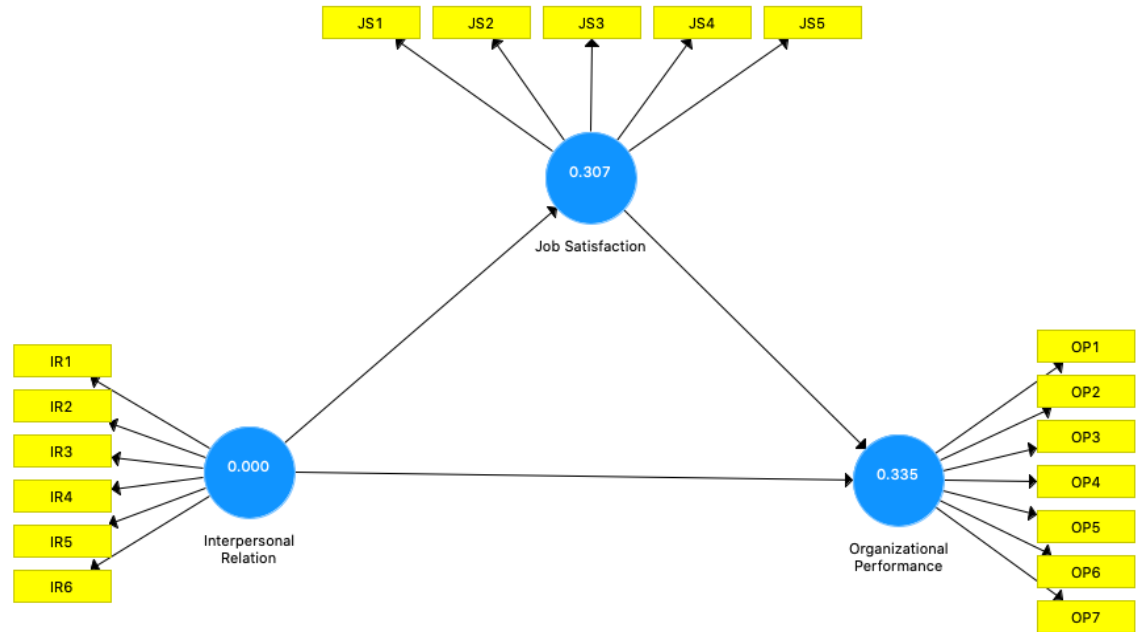


Figure 4: Structural Model (Bootstrapping)

The findings related to the research objectives two, three, four and the hypothesized relationships have been confirmed in previous studies. In relation to objective two and hypotheses one, it was found that interpersonal relations has a significant and positive effect on organizational performance. Parallel to the findings of the study, Nwinyokpugi and Omunakwe (2019) found that workplace interpersonal relationship has a positive and significant impact on the productivity of employees in banks in Port-Harcourt. Similarly, Muthoka (2017) confirm the current findings of this study by disclosing that interpersonal relations practices (employee empowerment, conflict resolution, employee voice and employee compensation) influenced the organizational performance of employees in the public healthcare sector.

Moreover, Miles (2012) confirms the current findings when it was revealed that negative interpersonal relations due to poorly managed conflicts potentially affect quality of service and hinder the innate capabilities of

employees to provide meaningful performance. However, the finding is in sharp contrast with that of Agba (2018), who found that in as much as interpersonal relations is necessary to improve performance, it is not a sufficient practice in motivating higher performance. Likewise, the current findings is contrary to that of Zhu et al. (2013), where it was found that even though conflict resolution (an important factor) has a positive link with organizational outcome, the relationship is insignificant.

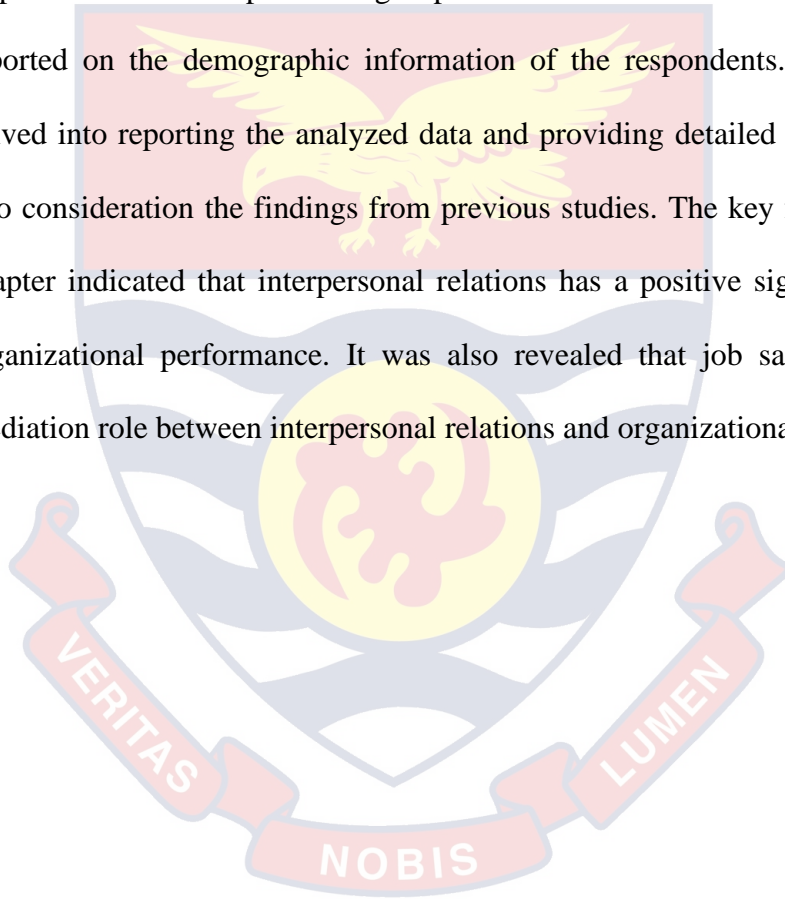
Additionally, concerning objective three and hypotheses two, it was found that interpersonal relations has a significant and positive effect on job satisfaction. This finding concurs with the findings of prior studies. Srivalli and Vijayalakshmi (2015) confirmed this by providing an empirical finding, which indicated that interpersonal relationship among faculty members has a positive impact on job satisfaction. Similarly, Obakpolo (2015) confirmed the findings when it was highlighted that a workplace which is characterized by positive friendship has the tendency to improve work-related behaviour like job satisfaction. Finally, Lachowski et al. (2018) confirmed the findings by disclosing that overall job satisfaction is influenced by the level of satisfaction with interpersonal relations.

In line with research objective four and hypothesis three, it was found that job satisfaction has a significant and positive effect on organizational performance. Ezeanyim and Ufoaroh (2019) confirmed this finding by disclosing that job satisfaction influences employee performance among some selected public entities. Fadlallah (2015) further supports this finding by disclosing that factors of job satisfaction are significantly and positively related to employee's

job performance. Lastly, Ratia (2019) in examining the link between job satisfaction dimensions and job performance, found a positive link between these two constructs.

Chapter Summary

This chapter was devoted to analyzing data collected from the respondents. The chapter was grouped into two main headings. The first part reported on the demographic information of the respondents. The second part delved into reporting the analyzed data and providing detailed discussion, taking into consideration the findings from previous studies. The key findings from this chapter indicated that interpersonal relations has a positive significant effect on organizational performance. It was also revealed that job satisfaction plays a mediation role between interpersonal relations and organizational performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of the study was to examine the effect of interpersonal relations on organizational performance, taking into consideration the mediating role of job satisfaction. The following research questions guided the study: 1) What factors influence interpersonal relations among staff of University of Education, Winneba 2) What is the effect of interpersonal relations on organizational performance 3) What is the effect of interpersonal relations on employee job satisfaction? 4) What is the effect of employee job satisfaction on organizational performance. The research hypotheses that were formulated for the study include: H₁: Interpersonal Relations has a positive and significant effect on organizational performance, H₂: Interpersonal Relations has a positive and significant effect on employee job satisfaction, H₃: Job satisfaction has a positive and significant effect on organizational performance and H₄: Job satisfaction mediates the predictive relationship between interpersonal relations and organizational performance.

The study was conducted in the University of Education, Winneba, Ghana. Explanatory research design was used and structured questionnaire was the main instrument for soliciting primary data from respondents. Respondents for the study were sampled via stratified sampling technique. This chapter presents the summary, conclusion, which is based on the findings, recommendations and suggestions, which will serve as an impetus for the conduct of future studies.

Summary

The summary of the key findings of the study are presented in line with the specific research objectives and hypotheses of the study. Concerning the research objective one, which sought to determine the factors influencing interpersonal relations among senior staff of University of Education, Winneba, it was found that conflict resolution was the leading factor influencing interpersonal relations. This was followed by communication, team building, social support and relational justice which were found as significant factors influencing interpersonal relations.

Examining the effect of interpersonal relations on organizational performance, it was found that interpersonal relations has a positive effect on organizational performance. The findings further confirmed research hypothesis one by revealing that interpersonal relations' significantly influences organizational performance. With respect to assessing the effect of interpersonal relations on employee job satisfaction, it was found that interpersonal relations has a positive effect on job satisfaction. The findings further confirmed research hypothesis two by revealing that interpersonal relations has a significant effect on job satisfaction.

In examining the effect of job satisfaction on organizational performance, it was found that job satisfaction has positive effect on organizational performance. Moreover, it was revealed that job satisfaction is a significant influencer of organizational performance, hence, confirming research hypothesis

three. Finally, the findings confirmed that job satisfaction plays a mediating role between interpersonal relations and organizational performance.

Conclusions

Conclusively, it can be said that, based on the findings of the study, interpersonal relations at the workplace is very important in the University of Education, Winneba, and it is influenced by a number of significant factors including: conflict resolutions, communication, team building, social support and relational justice. It can also be concluded that interpersonal relations is a very important influencer of organizational performance and job satisfaction among staff of the University of Education, Winneba.

Moreover, it can be concluded that job satisfaction among staff of the University of Education, Winneba, is a very important variable, which serves as a major driver or precursor of organizational performance. Thus, a satisfied staff is likely to offer superior performance, in turn, leading to higher organizational performance. Finally, it is concluded that job satisfaction provides an explanatory link between interpersonal relations' and organizational performance. Thus, job satisfaction plays as a significant mediating role between interpersonal relations and organizational performance.

Recommendations

This research provides important contributions to the field of human resource management. In fact, it represents one of the few studies that have actually focused on the mediating role played by job satisfaction between interpersonal relations and organizational performance, especially from an

educational institution context. Consequently, the findings of this research provide important stakeholder implications (management and staff of the University).

To management of the University, especially the human resource department, this study highlights important opinion from staff of the University regarding the factors influencing their interpersonal relations within the institution. For management of the University, these factors must be given the full attention they deserve so as to ensure a workplace that is devoid of negative interpersonal relations. The institution should also strive towards providing periodic education via seminars and workshops to the staff concerning the significance of having positive interpersonal relations.

In as much as this study highlighted some key factors influencing interpersonal relations, it is important for management of the University to engage staff via regular meetings, to find out whether there are similar or other important factors that have the tendency to fuel negative interpersonal relations at the workplace. In line with this, periodic surveys can also be conducted to identify issues, like conflict that has the potency to ignite negative interpersonal relations at the workplace. The early identification of potential problems related to negative interpersonal relations' will help management to identify practical solutions so as to avoid negative consequences on organizational performance.

The findings also highlighted and ranked conflict resolution as the leading factor influencing interpersonal relations. This provides an important insight to management of the university regarding their roles and urgency in dealing with

misunderstandings and disagreement among institutional members. Management is expected to provide swift and unbiased solutions to deal with conflict related issues. In doing so, the staff will have confidence and trust in the entire conflict resolution process, and this will go a long way to enhance interpersonal relations at the workplace.

Also, staff of the university has a role to play in enhancing interpersonal relations at the workplace. In maintaining positive interpersonal relations, the staff is advised to provide social support, cooperative and empathize with each other when the need arises. Instead of holding onto grudges and negative sentiments, it is suggested that the staff control their emotions when offended and further channel their grievances to the appropriate superior.

Additionally, the study found job satisfaction to provide an explanatory link between interpersonal relations and organizational performance. As such, it behooves management of the institution to make sure that the staff is adequately satisfied. This can be achieved when management identifies critical factors that will enhance staff satisfaction. Management is advised to communicate constantly with the staff of the university to identify those factors that enhance their level of satisfaction. This strategy is very significant, because satisfaction is a psychological state that differs across individuals; hence, finding out the satisfaction levels of the staff via effective communication will help understand their emotional state. This will further help management to come up with concrete strategies that can enhance staff satisfaction, thereby leading improved organizational performance.

Suggestion for Further Research

Analogous to other studies, this study has some few limitations, which provide motivation for other researchers and the academic community to conduct further studies. Although the University of Education has many campuses, this study was strictly conducted at the Winneba Campus. This, therefore, provides a leeway for future studies to be conducted with a University-wide focus. Thus, a study that will capture respondents from the other campuses is welcomed. Likewise, it is important for a replica study to be conducted in other public or private related educational institutions. Findings from a replicated study will help to possibly generalize the current findings.

The study also limited interpersonal relations to only five dimensions even though, in reality, there are other several important factors influencing interpersonal relations. Consequently, it is strongly recommended for future studies to expand the factors influencing interpersonal relations. It is further imperative for future studies to evaluate the impact of interpersonal relations on other job related attitudes, such as organizational citizenship, job commitment, and intentions to leave an organization.

The current study was restricted to solely quantitative approach, although adopting a mixed approach (quantitative and interviews) would have been appropriate. As such, the research suggests future studies to consider adopting a mixed approach in order to provide though-provoking findings. Finally, future studies can be undertaken by including moderating variables, such as gender and leadership styles).

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APPENDIX
UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT
QUESTIONNAIRES

Introduction

This questionnaire is strictly for academic purpose and it is designed to solicit information on the topic 'Effect of Interpersonal Relations on Organizational Performance: The Mediating Role of Job Satisfaction'. Your sincere views in answering these questions would help provide first-hand information for conclusions to be drawn. Your privacy is kept intact and any information that you provide would be treated with absolute anonymity.

SECTION A: Demographic Information of Respondents

1. Age range of respondents
 - a. 26-35
 - b. 36-45
 - c. 46-55
 - d. 56 and above
2. Sex of respondents
 - a. Male
 - b. Female

3. Marital status

(a) Married []

(b) Single []

(c) Divorced []

4. Educational Level

a. First Degree []

b. Master's []

c. Ph.D []

5. Indicate your staff category.....

6. Length of Service

a. Less than a year []

b. 2-5 years []

c. 6-9 years []

d. 10 years and above []

SECTION B: Interpersonal Relations

7. To what extent do you agree that the following dimensions improve interpersonal relations in your institution?

Where: 1=Least in agreement; 2=Slightly high; 3=Somewhat high; 4=High;

5=Highest in agreement

No	Interpersonal Relations	1	2	3	4	5
IR1	Effective conflict resolution enhances relationships with co-workers					
IR2	Receiving support from co-workers and superiors					

	improves interpersonal relations					
IR3	Sharing information in a fair and unbiased manner improves interpersonal relations					
IR4	I develop harmonious and cooperative relationships with co-workers because of working in teams					
IR5	Communication improves working relationships with supervisors					
IR6	I enjoy a good relationship with my superior because I am treated fairly					
IR7	Interpersonal relations is improved due to timely resolution of conflicts					
IR8	Communication improves working relationship among colleagues					
IR9	I enjoy good relationship with my colleagues because they offer adequate support in difficult situations					
IR10	Problem sharing among team members improves interpersonal relations					

8. Please use 1st, 2nd, 3rd, etc., to rank the following factors influencing interpersonal relations' in terms of their importance at the workplace.

Factors of Interpersonal Relations'	1	2	3	4	5
Conflict resolution					
Communication					
Social Support					

Team Building					
Relational Justice					

SECTION C: Job Satisfaction

9. I am interested in finding out your perceived level of satisfaction regarding your job. For this purpose, you are required to express your perception regarding the following statements related to your performance, using a five-point scale:

Where: 1=Least in agreement; 2=Slightly high; 3=Somewhat high; 4=High; 5=Highest in agreement

No	Constructs on Job Satisfaction	1	2	3	4	5
JS1	My job gives me the prestige I desire					
JS2	I like the job because of the way my superior relates with staff					
JS3	I feel happy because I get on well with other staff(employees) of this institution					
JS4	My work gives me a feeling of personal accomplishment					
JS5	I like the way employees cooperate and get along friendly with each other in this organization					
JS6	I feel a sense of pride in doing my job					
JS7	I like my job because I feel the salary I receive at present is adequate					
JS8	The job provides a chance of Professional growth.					

Section D: Organizational Performance

I am interested in finding out your perceived level of performance regarding your job. For this purpose, you are required to express your perception regarding the following statements related to your performance, using a five-point scale:

Where: 1=Least in agreement; 2=Slightly high; 3=Somewhat high; 4=High; 5=Highest in agreement

No	Constructs on Organizational Performance.	1	2	3	4	5
OP1	I report to work on time					
OP2	I am able to provide quality services on the job and meet deadlines					
OP3	I am able to commit maximum effort to projects/task					
OP4	I am able to use the available resources to carry out a task successfully					
OP5	I perform my duties as expected of me					
OP6	I adjust quickly to work demands to achieve organizational objectives					
OP7	I am able to reach a set target for a period due to my punctuality					
OP8	Overall, organizational performance is enhanced due to positive Interpersonal Relations					