Conflict Management in Nigeria Public University: Strategies and Effect

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ABSTRACT

This study was conducted out to examine the effect of conflict and the strategies employed by the leadership to manage it in Ekiti State University, Ado Ekiti, Ekiti state, Nigeria. These were with the view to providing information on the challenges of conflicts and its management in tertiary institutions. Primary and secondary data were used to evaluate the effects of conflict in line with the strategies employed to mitigate it. The primary data were collected through the administration of copies of the questionnaire, while Secondary data were obtained through textbooks, journals, internet documents and official publications. The sum of one hundred and eighty-six (186) copies of the questionnaire were randomly distributed to the respondents. The data collected from the questionnaire were analyzed descriptively using frequency distribution and standard deviation. This study revealed that delay in graduation of students, wastage of time on management staff and students as well as loss of trust by the staff on the institution management late payment of remunerations are the major effects of conflicts in the institution. Furthermore, major strategies employed by the management were collective bargaining and allocation of resources. The study concluded that the strategies employed by the management Ekiti State University had not adequately met its goal.

Key words: Conflict, Conflict management, Effects of conflict, Strategies, University

INTRODUCTION

Education is bedrock of advancement in rescuing nations from the clutch of primitive ideology. The implication of this is that national development solely depends on the level of enlightenment that exists in the society (Orji and Job, 2013). Consequent upon this, many countries most especially the western world sees education as key to their economy. However, it is quite dishearten to see that the educational system in Nigeria has been going through series of issues such as delayed payment of wages and allowances, disagreement between employers and employees among others. This has led to conflicts within and without the education system in Nigeria, particularly at the tertiary level. Conflicts in itself is an inevitable occurrence in every society. It is a universal phenomenon attributed to life and society as well as academic community (Iloakasia, 2022).It has become a constant thing in the academic parlance in our universities where lecturers go on strike at the expense of the students. This is there by affecting the regular flow of the academic year as planned by school authorities. These have caused a lot of concern to the education system, government, parents and the various unions in the universities. Part of the conflicts encountered in the university community range from disagreements between teaching and non-teaching, employees and government, conflict between students and the host community (Olaleye and Arogundade, 2013). Recently, the universities were shut down for eight months due to poor financing, irregular payments and alleged unaccountability of funds in the system (Rahimi, 2002; Osakede, Ijimakinwa, Adesanya, and Ojo, 2018). The results of these conflicts are evident in the universities in form of strikes and other unpalatable issues detriment to the university community. This study therefore examined the effect of these incessant conflicts on the teaching and non-teaching staff of the university community in Ekiti State University, Nigeria.

LITERATURE REVIEW

Adeyemi and Ademilua (2012) in their study of conflict management strategies and effectiveness of Nigerian universities administration revealed that the foremost causes of conflict was communication gap between the authorities and the workers in Nigeria universities. They reported also that, refusal of management to honour agreement reached with the unions, high-handedness on the part of management discriminatory application of university rules and regulations, sudden changes in university policies as well as imposition of decisions on employees by management are major causes of conflict affecting the effectiveness of administration in Nigerian universities. The study further revealed that there is a significant relationship between conflict management strategies and administrative effectiveness in Nigerian universities, and that dialogue, mediation, prevention and participatory decision making are positively significant strategies, but not so strong, of conflict management for administrative effectiveness in Nigerian universities. It was concluded that only 58.9% of administrative effectiveness variability in Nigerian universities are through conflict management strategies.

Ndum and Okey (2013) argued that it is very important to develop a constructive communication process and influential conflict negotiator's personality for resolving university conflict. There is need for cooperation and better understanding between the government and the university system as a whole through informed knowledge of decision makers about university operations, need and culture. They argued further that leadership capacity and administrative expertise remain critical to managing conflict in the university system.

Fatile and Adejuwon (2011) in their study of conflict and conflict management in tertiary institutions: the case of Nigerian universities revealed that management of university system as well as political leaders need to create avenues for discussing and designing a popularly accepted non-violent strategy for managing conflict in the Nigerian university system. Also, structural changes such as interpersonal relationships should be defined to manage conflict in the Nigerian university. Olaleye and Arogundade (2013) in their study of conflict management strategies of university administrators in Southwest Nigeria revealedan empirical findings that dialogue, force strategy, emergency strategy, mediation strategy, avoidance strategy and adhoc committee are moderately ineffective management strategies for minimizing conflict in Nigerian universities. They further argued that participatory decision making strategy is effective in resolving conflict in Nigerian university.

Akpotu, Onoyase and Onoyase (2008) in their study of effective intervention conflict management techniques as perceived by academic staff, nonacademic staff and students in Nigerian universities revealed that there is no significant difference among academic staff, nonacademic staff and students in their perception of smoothing as an effective intervention conflict management technique. Also, it revealed that there is no significant difference among academic staff, nonacademic staff and students in their perception of forcing as an effective intervention conflict management technique. The study discovered that the hypothesis which says that there is no significant difference among academic staff, nonacademic staff and students in their perception of detraction as an effective intervention conflict management technique is hereby upheld. The study also revealed that there is no significant difference among academic staff, nonacademic staff and students in their perception of arbitration as an effective intervention conflict management technique.

Bakare (2021) in his study of conflict and conflict management in Nigerian universities: a study of Roger Makanjuola's water must flow uphill: adventures in university administration. The study revealed that the Marxian interpretation of conflict in economic space and its view of struggle for finite resources is not applicable in the Nigerian universities, as regards students' perception, but conflict. Also, it was discovered that the Vice Chancellor exhibited fine statesmanship and great sense of responsibility in trying times but some few management team got thwarted by the prevailing circumstance, inexperience and pellucid nature of Nigerian universities. The study concluded that conflict such as human, religious, communal and other micro, meso and macro conflicts show the burden of leadership and the challenges faced in ant agonistics terrains.

Williams-Ilemobola, Adetayo, Asiru and Ajayi (2021) in their study of libarian's emotional intelligence and conflict management in private university libraries in Southwest and South-South Nigeria, revealed that interpersonal conflict such as conflict between people of different levels and conflicts such as two workers due to misunderstanding are the most common type of conflict in Nigerian universities with a mean value of 3.25. This is followed by intergroup conflict such as conflict between librarian and lecturers, conflict between different heads of departments, and conflict arising from different in perception among department with a mean value of 3.14. Intragroup conflict is ranked third with a mean value of 3.05, which occurs when there is conflict among member of a group upon sharing resources. The study also discovered that collaborating technique is the most effective technique of managing conflict in the Nigerian university with a mean value of 3.39. This is closely followed by accommodating as an effective technique of managing conflicts in Nigerian universities with a mean value of 3.37. The third ranked effective technique of managing conflicts in Nigerian university is sharing technique with a mean value of 3.06 which is performed through give and take approach in problem situation.

Abolo and Oguntoye (2016) in their study of conflict resolution strategies and staff effectiveness in selected federal universities in Nigeria discovered that 64% of the sampled respondents experienced low effectiveness after the conflict in Nigerian universities. It was revealed that non-implementation of agreement reached, constant resort to the use of arbitration panel, unwillingness of universities and government to shift ground during negotiation, overbearing power of the federal government and federal government insensitivity to the universities demand are causes of incessant conflicts in Nigerian universities. The study concludes that Nigerian universities can explore alternative approach to manage conflicts to the minimum to make meaningful impact on the nation's growth and development.

Alabi (2002) in his study of conflict in Nigerian universities: causes and management, discovered that a more participatory and supportive style of leadership and management behaviour will assist in conflict management. The study further discovered that clarification of goals and objectives, effective management information system and cooperation between universities and state are effective conflict management strategies in Nigerian universities. The study concludes that effective communication, resourcefulness and resource management are measures to reduce the negative effect of conflict in Nigerian universities. In the same vein, Aina, Awolusi and Odunlami (2015) in their study of dynamics of conflict in Nigerian educational system: evidence from Nigerian universities, discovered that causes of conflicts in Nigeria universities are competition for scarce resources, differences in values and lifestyles, drives for autonomy and academic freedom, perceived goal incompatibility and management style of universities.

Theoretical Framework

This study is hinged on conflict process theory which states conflicts occurrence in organisations will foster a platform for future development in organisations. This theory was propounded by Goldman in 1966. He asserted that here will be creativity, innovations and other forms of development within the system, which leads to preventions and resolutions of conflicts as well as achieving goals effectively and efficiently (Iloakasia, 2022; Fareo and Jajua, 2018). The study is hinged on Process Theory proposed by Goldman, was also considered in a research on conflict carried out by Alade (1998). The theory states that the observation of conflicts pertaining to major organizational offices is a reliable procedure for sampling the developmental tendencies of the organization as a whole. Hence, when universities experience positive/non-destructive role conflicts, innovations and creativity would emerge, which will further lead to better conflict resolutions and conflict avoidance; thus improving the administrators' efficacy and effectiveness in accomplishing set goals and objectives of the universities/colleges as also applied to Nigeria public tertiary institutions.

METHODOLOGY

This study adopted a descriptive survey method which describes the characteristics of the population or phenomenon that is being studied through the administration of questionnaire. Collection of data through the use of questionnaire, gathered information on past events, experiences and progressive turn was done.

The study adopted random sampling technique. This ensured that the people that were randomly selected represented the entire population of the two unions in the University under this study. This ensured that all study population had equal chance of being selected and sampled.

In carrying out this research, the sample size of this study is gotten from a simple fraction of 10% (203) staff which was selected as the sample size from Academic staff and non-academic staff in the university. The data for this study was collected from two sources, which are: primary and secondary sources of data. The primary data such as questionnaire was employed in this study. The questionnaire was administered to the staff of the university under this case study. Also the questionnaire was structured to be closed and open ended to get more information directly from the affected respondents. Secondary source of data collected were through relevant textbooks, journals, newspapers, and internet documents.

Descriptive statistics under quantitative data analysis was used to analyze collected data with the use of frequency distribution and percentile (%). In addition, the open ended questionnaire was deciphered for meaningful analysis and interpretation. For this study a total of two hundred and three (203) questionnaires were administered to the respondents and one hundred and eighty-six (186) were duly completed and returned representing (91.6%). The results were analyzed and interpreted in the order in which they are enlisted in the research objectives.

Effect of conflict on Ekiti State University

This session analysed the result from the field on the effect of these conflicts on the institution of study Ekiti State University. The table 1a below presents the result of the respondents' various responses. The first parameter states that conflict causes elongation of academic calendar in the institution. However, 45.7% and 36.6% of the respondent strongly agreed and agreed respectively to this parameter. 5.9% were undecided whereas 6.5% disagreed and 5.4% strongly disagreed. About (82.3%) of the total respondents said elongation of academic calendar in the institution is the adverse effect that conflict could cause. The response gotten from the respondents through the open ended questionnaire backed up this parameter. Alongside the elongation of academic calendar, delay in release of results and decreased productivity.

In addition, to know if conflict leads to wastage of time on management, staff and student, the respondents answered in the following directions as, 38.7%, 44.1%, 5.4%, 9.1%, 2.7% which represents strongly agree, agree, undecided, disagree and strongly disagree respectively. With total of (82.8%) which asserted that conflict indeed leads to wastage of time on management, staff and students

Furthermore, conflict could reduce job performance was another parameter tested as effect of conflict on the institution. Responding to this claim, 36.6% strongly agreed, 31.7% also agreed to this claim and 15.6% were undecided as 14.0% disagreed and 2.2% strongly disagreed with the claim. The response shows that conflict could lead to reduction in job performance with (68.3%) in support of this.Another effect of conflict on the institution is, delay in effecting policies. The response to this was 32.3% strongly agreed and 47.8% agreed as 10.2% were undecided while 8.6% and 1.1% disagree and strongly disagree respectively.

The analysis in table 1a stated that 33.9% respondents strongly agreed that the consequences of conflict among the staff and management in the institution had led to loss of trust by the staff on the institutions' management with 48.4% respondents agreed while 8.1% neither agreed not disagreed to the claim. While, 5.9% respondents disagreed and 3.8% respondents strongly agreed to this assertion. However, majority of the respondents (82.2%) agreed to that the consequences of conflict amongst the staff and management has led to loss of trust by the staff on the management.

The table 1a also further revealed low productivity on the students' academics as consequences of conflict. The respondents answered in the following directions as, 31.7%, 46.8%, 7.5%, 8.1%, 5.9% which

represents strongly agree, agree, undecided, disagree and strongly disagree respectively with a total of (78.5%) which asserted that conflict indeed leads to low productivity on the students academics.

The study further stated in parameter 7 in table 1a that 35.5% of the respondents strongly agreed that there was disruption in the flow of lectures with 38.2% of them agreeing.

Table 1a Effect of Conflict among the Staff and Management of Ekiti State University

Parameters	S.A, N (%)	A, N (%)	U, N (%)	D, N (%)	S.D, N (%)
Elongation of academic calendar in the institution	85(**45.7**)	68(**36.6**)	11(**5.9**)	12(**6.5**)	10(**5.4**)
It leads to wastage of time on management, staff and student	72(**38.7**)	82(**44.1**)	10(**5.4**)	17(**9.1**)	5(**2.7**)
Reduction in job performance	68(**36.6**)	59(**31.7**)	29(**15.6**)	26(**14.0**)	4(**2.2**)
Delay in effecting policies	60(**32.3**)	89(**47.8**)	19(**10.2**)	16(**8.6**)	2(**1.1**)
Loss of trust by the staff on the institution management	63(**33.9**)	90(**48.4**)	15(**8.1**)	11(**5.9**)	7(**3.8**)
Low productivity on the student academics	59(**31.7**)	87(**46.8**)	14(**7.5**)	15(**8.1**)	11(**5.9**)
Disruption in the flow of lectures	66(**35.5**)	71(**38.2**)	14(**7.5**)	27(**14.5**)	8(**4.3**)
Delay in graduation of students	91(**48.9**)	64(**34.4**)	8(**4.3**)	18(**9.7**)	5(**2.7**)
Destruction in university properties	64(**34.4**)	56(**30.1**)	15(**8.1**)	36(**19.4**)	15(**8.1**)

Source: Field Survey N=186

Also, 7.5% of the respondents were undecided, while 14.5% of the disagreed and 4.3% strongly disagreed. However, majority of the respondents (73.7%) agreed to the fact that there were disruption in the flow of lectures.

Again, the assertion that delay in graduation of student is an effect of conflict generated responses with 48.9% who strongly agreed to it and 34.4% agreed also to back up the assertion. 4.3% neither agreed not disagreed while 9.7% disagreed and 2.7% strongly disagreed. With this data a total of (83.3%) agreed with this assertion which clearly showed that conflict leads to delay in graduation of students.

And finally, from the table above, 34.4% and 30.1% strongly agree and disagree respectively with the total (64.5%) of the respondents backed up the claim that conflict leads to destruction in university properties. While 8.1% were undecided, 19.4% disagreed and 8.1% strongly disagreed. This data supports destruction of university properties as part of the consequences of conflict.

1.1 Relative importance index (RII) for the responses collated on what the consequences of conflict among the staff and management of Ekiti State University

The enlisted effect of the conflict stated in table 1a was therefore, subjected to further analysis to figure out the effect. This was achieved with the following analysis through the relative important index (RII) as calculated in table 1b.

RII =

∑ W= Total weight of response

A= Highest weight of response (A= 5)

N= Total number of respondents (N=186)

Table 1b Relative Importance Index (RII) table.

Parameters	∑ W	Mean	RII	Rank
Elongation of academic calendar in the institution	749	4.027	0.805	3
It leads to wastage of time on management, staff and students	764	4.108	0.822	2
Reduction in job performance	719	3.866	0.773	6
Delay in effecting policies	747	4.016	0.803	4
Loss of trust by the staff on the institution management	749	4.027	0.805	3
Low productivity on the student academics	726	3.903	0.781	5
Disruption in the flow of lectures	718	3.860	0.772	7
Delay in graduation of students	776	4.172	0.834	1
Destruction in university properties	676	3.634	0.727	8

Source: Field Survey N=186

Table 1b above therefore state the main effect in ranks from the highest to the least, the most rated in these are;

Delay in graduation of students.

Wastage of time on management, staff and students

Elongation of academic calendar in the institution

Loss of trust by the staff on the institutions' management

Other consequences as stated in the open ended questionnaire are:

No work, no pay policy of management could lead to financial crisis on the part of the staff, Poor image of the university to the society, Work disruptions, Industrial strike, Nonchalant attitudes about staff seminars and Project failures ongoing in the institution.

Strategies Implemented in Managing Conflict in Ekiti State University

This session primarily focuses on what could be the management method or skill in accordance with the responses obtained from the field or the strategies the respondents deem fit to be used by the management when handling conflict. This is to gather opinions from respondents on the effectiveness of mechanisms postulated in the table below using the institution (EKSU) as a case study.

The table 2a below give the lists of different strategies and the first on the list is collective bargaining machinery should be properly utilized as a strategy for managing conflict. 49.5% strongly agreed and 38.7% agreed to this approach. Whereas 5.4% were undecided of this approach, 5.4% disagreed and another 5.4% strongly disagreed with the strategy. A total of (88.2%) of the respondents said collective bargaining machinery should be properly utilized which made up majority of the responses.

The study also revealed that 44.6% of the respondents strongly agreed and 41.9% agreed to the assertion that the management of the institution put in place effective communication strategy between the management and staff whereby 7.0% of the respondents were neutral, while 5.4% disagreed and 1.1% strongly disagreed with the assertion. However, from the analysis gathered from this assertion, (86.5%) said the management uses effective communication strategy with the staff to manage conflict.

The next statement asserted by the researcher to get responses for an approach that will be effective for the management of conflict in the institution is disagreement should be addressed properly and not avoided, 41.4% strongly agreed to this statement, 46.2% agreed while 10.2% were indecisive of the approach whereas 2.2% disagreed, no one strongly disagreed. A total of (87.6%) agreed to the fact that disagreement should be addressed properly and not avoided.

The result also showed in table 4.4 that 38.2% of the respondents strongly agreed and 51.1% of the respondents agreed to the strategy that there should be effective management style when there is conflict in order to resolve it with 5.4 people neutral to this approach, while 4.3% disagreed and 1.6% strongly disagreed. It could be imputed from the analysis that (89.5%) of the respondents agreed to the statement that the management should implement effective management style.

The result further revealed that 45.7% strongly agreed, 42.5% agreed that the management of Ekiti should establish a formal approach towards conflict for future occurrences when conflict arises and 8.6% of the respondents were undecided with the approach suggested. Also, 2.2% disagreed and 1.1% strongly disagreed with this approach. Irrespective of the disagreement, (88.2%) of the respondents agreed with this strategy, which made up majority of the respondents.

The respondents were also asked if provision of adequate facilities and equipment could curb conflict and this question is related to when unions are agitating for adequate facilities and equipment which could lead to conflict. 53.8% strongly agreed, 33.9% also agreed to this statement. 6.5% were indecisive whereas 3.2% disagreed and 2.7% strongly disagreed with the statement. (87.7%) of the respondents totally agreed that the management should provide adequate facilities and equipment to avoid conflicts that could result from it.

Furthermore, another approach or strategy suggested to manage conflict in the institution is payment of remunerations and allowance as and when due. 58.6% strongly agreed and 28.0% agreed to the assertion. 6.5% neither agreed not disagreed while 5.4% disagreed and 1.6% strongly disagreed. However, (86.6%) of the respondents supported that payment of remunerations and allowance be paid as and when due.

Finally, the data collected also revealed that 52.7% and 37.6% strongly agreed and agreed respectively that the management should allocate resources in order to curb conflict. 5.9% were undecided, 2.7% and 1.1% disagreed and strongly disagreed that allocation of resources can manage conflict. However, (90.3%) said there should be proper allocation of resources in order to manage conflict.

Other strategies gotten from the open ended questionnaire are as follows:

➢ Management should find time to relate with staff very well, i.e there should be a sooth relationship between the staff and the management of the institution.
➢ Managing the university IGR property, i.e water factory should be managed effectively in other to bring more income.
➢ Promotion of staff as at when due
➢ Taking care of staff welfare
➢ Adequate training of staff
➢ Effective and efficient dialogue among stakeholder of the university

Table 2aStrategies for management of conflict

Statement	S.A, N (%)	A, N (%)	U, N (%)	D, N (%)	S.D, N (%)
Collective bargaining machinery should be properly utilize	92(**49.5**)	72(**38.7**)	10(**5.4**)	10(**5.4**)	2(**1.1**)
Effective communication strategy between the management and staff	83(**44.6**)	78(**41.9**)	13(**7.0**)	10(**5.4**)	2(**1.1**)

Disagreement should be addressed properly and not avoided	77**(41.4)**	86**(46.2)**	19**(10.2)**	4**(2.2)**	0**(0.0)**
Effective management style be implemented	71**(38.2)**	95**(51.1)**	10**(5.4)**	8**(4.3)**	2**(1.1)**
Establishing a formal approach towards conflict for future occurrence	85**(45.7)**	79**(42.5)**	16**(8.6)**	4(2.2)	2**(1.1)**
Provision of adequate facilities and equipment	100**(53.8)**	63**(33.9)**	12**(6.5)**	6**(3.2)**	5**(2.7)**
Payment of remunerations and allowance as and when due	109**(58.6)**	52**(28.0)**	12**(6.5)**	10**(5.4)**	3**(1.6)**
Allocation of resources	98**(52.7)**	70**(37.6)**	11**(5.9)**	5**(2.7)**	2**(1.1)**

Source: Field Survey N=186

2b Relative importance index (RII) for the responses collated on strategies for management of conflict

The table 2b below gives the rank of the parameters as stated in the table through the relative important index (RII) as calculated.

RII =

∑ W= Total weight of response

A= Highest weight of response (A= 5)

N= Total number of respondents (N=186)

From table 2b. From the below table, it is stated that the following are most rated starting from the highest;

Allocation of resources.

Effective management style be implemented

Collective bargaining machinery should be properly utilized

Table 2b Relative Importance Index (RII) table

Parameters	∑W	Mean	RII	Rank
Collective bargaining machinery should be properly utilized	805	4.328	0.866	3
Effective communication strategy between the management and staff	783	4.210	0.842	8
Disagreement should be addressed properly and not avoided	800	4.301	0.860	4
Effective management style be implemented	812	4.382	0.873	2
Establishing a formal approach towards conflict for future occurrence	794	4.269	0.854	6
Provision of adequate facilities and equipment	799	4.296	0.856	5
Payment of remunerations and allowance as and when due	788	4.237	0.847	7

Allocation of resources	815	4.382	0.876	1

Source: Field Survey N=186

DISCUSSION

Conflict management can be described as measures taken by stakeholders to resolve anticipated or existing disagreement within defined locations. This also applies to tertiary institutions in Nigeria and all over the world. It implies that resolving disagreement is tantamount to managing aggrieved parties. Education in Nigeria has undergone several challenges ranging from strikes, closure of tertiary institutions and students' protest. Adeyemi, Ekundayo and Alonge (2010) averred that protests, revolts, unrests and violence, leading to closure of academic programmes for months are some of the effects of conflicts in tertiary institution. This is not in agreement with the finding of this study, delay in graduation of students, wastage of time on management staff and students as well as loss of trust by the staff on the institution management were the major effects of conflicts on public tertiary institutions. In furtherance to this, Fareo and Jaju (2018), in their study on conflict management strategies averred that suspension or dismal of staff and students found guilty of causing conflict, closure of school as well as disruption of academic calendar were part of the effects of conflicts in tertiary institutions. This is quite similar to the findings of this study. Strategies employed to mitigate the consequences of conflicts are quite enormous, however, this study revealed that management style, collective bargaining and allocation of resources are key strategies to solving the conflicts in higher institutions. According to Shanka and Thuo (2017) major strategies adopted to resolve conflicts in schools as revealed are building leadership skills, following rules and regulations as well as embracing change. This is so because the people focused on are not in higher institutions. However, Fareo and Jaju (2018) agreed that dialogue is an important strategy for conflict management in tertiary institutions as affirmed in this study.
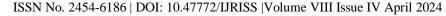
RECOMMENDATIONS

In view of the findings of this study, the following recommendations are made:

1. To ensure smooth administration of academic and non-academic activities in the University, payment of salaries and allowances should be done promptly as this will consequently boost staff satisfaction and morale. Similarly, staff members ought to be duly informed throughout any delays in the process. This will demonstrate that the government values the commitment and contributions of the hardworking staff.
2. There should be a proactive effort to improving the university's infrastructure to guarantee a more conducive and efficient learning environment for overall effective institutional performance. Investing in new lecture theatres, hostels, enhanced facilities and equipment, renovations and enlargement will increase the institution, staff members and students' overall success.
3. The university stakeholders need to establish and articulate a clear and transparent resource allocation policy that outlines the criteria, procedure and considerations involved in distributing resources to the institution and unions. In addition, frequent and periodic reviews should be conducted to evaluate the performance of the resource allocation policy in previous years, solicit feedbacks and make necessary adjustment. Likewise, open communication channels between unions and stakeholders will stimulate collaboration and resource sharing.

CONCLUSION

It would be concluded that there is no institution where conflict cannot arise. This paper focused on the management of conflicts in a selected university in Nigeria, with direct inference to the management strategies deployed to curbing the challenge. The researcher identified allocation of resources, effective management style be implemented and collective bargaining machinery should be properly utilised as major strategies that can mitigate the negative effects of conflicts in the system. For university systems to be able to

manage conflicts, certain recommendations have been proffered and if properly implemented, will address the crisis in Nigeria tertiary institutions.

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