Integrated Journal of Management Science

Conflict Management Practices in Public Universities in Ghana

Angyuum John Baptist
Department of Community Development
Faculty of Planning and Land Management
University of Business and Integrated Development Studies

Engr. David Ackah (PhD)
Knutsford Business School, Knutsford University, Accra
ORCID: https://orcid.org/0000-0002-5709-4787
Email: drackah@ipmp.edu.gh / drdavidackah@gmail.com

*Correspondence: Ackah David, email: drackah@ipmp.edu.gh

Abstract
Conflicts have plagued many public universities in Ghana, as they do across the globe. Apparently, the strategies used to manage these conflicts determine whether their outcomes are destructive or productive. Consequently, this thesis interrogated the types, causes, effects, and strategies for managing conflicts at the University of Business and Integrated Development Studies. In all, 25 participants were selected using simple random sampling and purposive sampling. Primary data were generated through Google Forms. Qualitative data were analysed thematically, while descriptive statistics were employed to make sense of the quantitative data. The Likert scale was employed to probe into quantitatively generated information. The study found four broad categories of conflicts: intra-personal, interpersonal, inter-group, and interfaculty conflicts, with the dominant types being inter–group and intrapersonal conflicts confronting the institution.

The study revealed that communication barriers, the spread of false information about colleagues, dependence on scarce resources, unfair treatment of staff, favouritism/tribalism, limited resources, task interdependence, a poor reward system, and the mounting of programmes were the predominant causes of conflict in the study institution. The leading cause was found to be favouritism/tribalism. The study found that conflicts demotivate individuals and groups, leading to apathy and low work commitment (32%), and also create tension and disharmony among staff members, leading to late submission of examination results (16%).

The study further revealed that conflicts within the institution catalyse efforts to address the weaknesses inherent in the system, thereby improving staff performance, peaceful coexistence, and positive development (20%). These forms of conflict were found to be generally non-violent and not too severe (72%). Avoidance, accommodation, collaboration, compromise, and competition were found to be productively used in managing conflicts. It is suggested that the University's management educate staff on the need for tolerance in a multicultural working environment. Differences in educational background, cultural orientations, religious affiliation, and social status, among others, should not be exploited to generate hatred, as the study found.

Keywords: *Conflict Management Practices, Communication Barrier, Avoidance, Accommodation, Collaboration, Compromise and Competition*

1.0 INTRODUCTION
1.1 Background to the Study
As noted by Edet, Benson and Williams (2017) and Owan (2018), conflict is a natural occurrence in human existence and affects both private and public institutions. As a result, conflict is seen as an essential component of human endeavour. The United Nations International Children's Emergency Fund, however, emphasised in 2005 that conflict, if not handled

constructively, might degenerate into violence. As Lederach said, conflict should instead be viewed as a fact of existence rather than as a wholly negative phenomenon (2003).

Higher education makes a significant contribution to the country's growth. Universities are the primary suppliers of highly trained human resources for a nation, according to Mukhtar, Islam, and Siengthai (2010). They supply these resources for both national development and to fill labour market demands. Therefore, to serve customers effectively and ensure an organisation's sustainability, there must be harmony and consensus among staff. However, universities, like all human institutions, are prone to conflict (Shani and Lau) (2000).

According to Fatile and Adejuwon (2011), conflicts have taken many forms and affected public institutions worldwide. Conflicts have allegedly destroyed public educational institutions in Nigeria, for example. They believe that in a system that is in crisis, no significant development can occur. Pierre and Pepper (1976) and Shani and Lau (2000) both believe that managers and workers should make an effort to resolve genuine and fictitious conflicts that threaten organisational peace and harmony.

Despite a long-held belief that not all conflicts must necessarily be harmful (Pierre & Pepper, 1976; Shani & Lau, 2000), dysfunctional conflict can undermine performance and cause division within a group if it is not handled effectively (Jehn & Chatman, 2000; Sullivan & Feltz, 2001; Wheaton, 1974). The collaborative effort within an institution might be seriously damaged by conflict. While insulating the group from its innate propensity for groupthink and status quo thinking, disagreement can be helpful when handled imaginatively (Gero, 1985; Turner & Pratkanis, 1997). Because the lack of violence does not imply the absence of negativity or conflict, these two concepts are not interchangeable (Marfo, 2018).

In light of this, Sulemana's (2009) claim that conflict is a situation in which people, groups, or individuals engage in a significant disagreement or argument that turns violent is criticised by Marfo (2018) as oversimplified. This supports Lederach's theory that conflict has both positive and negative effects on humans and that it can enhance or hinder growth and development, depending on how we respond to a specific conflict situation. Over the years, conflicts of varying severity have been observed in Ghana's tertiary institutions. For example, the Wa Campus of the University for Development Studies (UDS), now University of Business and Integrated Development Studies, saw student unrest during the academic years 2005–2006, 2007–2008, and 2008–2009.

For example, the Central Students' Representative Council (SRC) Secretary and President were suspended in 2007/2008 due to disagreement between management and students. The UDS Wa Campus was briefly shut down due to this event. The legal system ultimately decided the case. During a different incident, it was alleged that police used tear gas on the UDS, Wa campus on Saturday, 13, 2008, to disperse protesting students (Salam, 2008). The university's Electoral Commission (EC), which oversaw the SRC elections, declared that it had run out of ballot papers when conflict broke out. The students disagreed with the EC's assertion, claiming that the complaint served as a cover for rigging the election in favour of a few candidates. Since sufficient funds were made available for the EC's operations, the students believed that the EC's assertion was unfounded (Salam, 2008). The disputes that characterise tertiary institutions are manifested in this way.

According to Tawiah (2021), after receiving notice of planned disturbances by two rival Halls, the Ashanti Regional Security Council (REGSEC) sent armed police personnel to the Kwame Nkrumah University of Science and Technology (KNUST) Campus, the second-oldest university in Ghana, located in Kumasi. The university administration reportedly moved quickly to prevent a repeat of an incident that occurred in 2018 and resulted in damage to university property valued at more than 3 million Ghana Cedis (about $610,997 as of 2018). According to Duncan (2018), who recounted the conflict's development, KNUST students, accompanied by the SRC, began a demonstration on October 22, 2018, initially planned as a peaceful protest but quickly turned violent, destroying several properties.

Diversity is one of the aspects of human civilisation that, according to existing literature, causes conflict in every institution by fostering differences in perception, understanding of viewpoints, and styles of thinking among people of various cultures, ethnicities, and socioeconomic classes. According to Bawah, Mohammed, and Uddin's (2020) study on conflict management practices at tertiary institutions, Tamale's UDS Central administration experienced conflict due to competing demands, perceptions, aims, roles, tribalism, and nepotism.

Accordingly, tension involving opposing interests or perspectives is seen as being a natural part of interpersonal, group, and union confrontations (Chrispino, 2007). The friction between union leaders and management, administrators and management, students and lecturers, students and management, among others, can be used to identify conflict in the university system. A dispute between two sides is consequently a conflict. This is because conflict is likely to arise whenever two or more individuals work together to build an organisation. According to Olaleye and Arogundade (2013), the university system comprises many academic fields and roles, all of which are likely to encounter conflicts from time to time. They said that a conflict occurs when two parties disagree and fail to resolve their issues.

Figure 1.1: Photos of Police officers on KNUST Campus
Source: Tawiah (2021)

Figure 1.2: Some items destroyed in KNUST Student disturbances
Source: Duncan (2018)

The majority of conflict research has been conducted in traditional organisations, but that does not mean that Academic institutions are exempt from it, according to Hearn and

Anderson (2002). According to Holton (1995), conflict has always been an element of academic life. According to Gmelch and Carroll (1991), the relational, structural, and functional aspects of academic departments ingrained conflict within educational institutions. Miklas and Kleiner (2003) described educational institutions as the ideal environment for conflict to flourish. Therefore, conflict is inevitable in higher education institutions. Conflict can arise among students and faculty, professors and faculty, administrators and students, and students (Holton, 1995). Holton (1998) found that conflict can be harmful and lead to significant gaps in the institutional framework in his studies of conflict in academic institutions. It can also be used as a tool to lift the institution and the individuals working in it out of a state of ineffectiveness and into a new one of effectiveness, he continued.

At every level of our academic life, conflict exists. According to Msila's (2012) study on conflict resolution and leadership, the majority of school administrators are unaware of their own leadership responsibilities. Insufficient resources, such as money and facilities, as well as a heavy workload and discontent with management, were among the drivers of conflict, according to a study conducted in Malaysia by Salleh (2013). Similarly, a study conducted in Nigeria by Uchendu et al. (2013) identified personality traits, role conflicts, and insufficient funds as causes of conflict among staff.

In their research on management-student conflict in universities for development studies, Akparep et al. (2019) discovered that management's autocratic/authoritarian leadership style and the structural gap between students and management were the leading causes of conflict. The recurring themes show that conflict is necessary for universities to function as social organisations. According to Ramani and Zhimin (2010), conflict can happen in every stage of life and in every social context. According to the debates, conflict is inevitable in every organisation. In this sense, management should handle it carefully to develop strategies that maximise its benefits and minimise its dysfunctional effects.

According to Tabitha and Florence (2019), earlier researchers interested in conflict and conflict management techniques proposed four key methods for handling interpersonal conflict: compromise, retreat, problem-solving, and smoothing. Thomas, a traditional conflict management theorist, proposed a two-dimensional framework of conflict-handling tactics based on the assertiveness and cooperation of the parties involved (Tabitha & Florence, 2019). He named five methods for handling conflicts: competing, compromising, working together, accommodating, and avoiding. These debates show that public institutions, particularly those in Ghana, have a variety of nonviolent ways to resolve disputes amicably.

Recently, there have been several confrontations among the university's administrative employees, teaching staff, and their superiors. For instance, in Ghana, senior and junior staff members of public universities have expressed their displeasure over inconsistencies in overtime pay and tier 2 pensions, as well as the quality of services. To express their dissatisfaction and support their desire to have their position rectified, they engaged in strike activities in 2021 and 2022. After separating from UDS, the personnel of SDD-UBIDS went on strike in June 2021, requesting that the university administration inform them of the trustworthy and regular sources of income.

The Ghana Tertiary Education Commission (GTEC), the regulator, attempted to move the personnel to the Controller and Accountant General Department, which they further urged the government to oppose. Given the university's crucial role, appropriate conflict management procedures must be implemented to prevent disputes from developing and derailing the institution's ultimate objective. Salim (2002) stated that no matter how serious a problem may be, it can be addressed with determination. In this sense, conflict situations can be resolved.

1.2 Problem Statement

Act 1001 of 2019 granted the Government of Ghana the authority to establish the University of Business and Integrated Development Studies and to issue a mandate. The University for Development Studies, formerly known as the Wa Campus, was split off to create this institution of higher learning. Prior to being granted autonomy in 2019, it comprised two faculties and a school. Now, the university comprises numerous faculties, schools, and research directorates. The total number of employees is over 450, 266 are Senior Members (SMs), and the remaining 96 and 88 are classified as Senior and Junior Staff, respectively. The senior members are academic employees with a second degree or higher in several academic disciplines. Senior

staff members fall under this group if they have a bachelor's degree or a diploma in a variety of academic subjects. Those without a degree or diploma who do, however, have other credentials and certificates make up the Junior Staff. Cleaners, security guards, and temporary labourers are just a few examples of this group of employees. It is without a doubt the case that this segmentation method generates various viewpoints and interests.

For academic work and the successful accomplishment of the institution's objectives, the university needs a tranquil environment. To achieve academic success, coordinated efforts across the many staff groupings are required. The University system's labour relations, however, have recently been marked by several industrial disputes between the staff and management, as well as between the workers' unions and management in various forms. This claim, made by Oni-Ojo and Rolan-Otaru (2013), that human society is rife with divergent viewpoints, is strengthened. Studies by Gero (1985), Turner and Pratkanis (1997), and Akparep, Bagah and Tengzeng (2019), as well as more recent research by Marfo, Musah, and Akparep (2020) and Akparep, Bagah, and Tengzeng (2019), have all found that conflict can be advantageous by shielding the group from its inclination toward groupthink.

According to Marfo (2018), conflicts at various levels have occurred worldwide in modern cultures. Similarly, there had been active attempts at both the inter-state and intra-state levels to design various systems to resolve disputes between belligerents without resorting to bloodshed. In a particular dispute situation, he highlighted that a variety of conflict resolution techniques, including, but not limited to, adversarial courts, arbitration, negotiation, and mediation, may be used. So why, given that management has access to these conflict management techniques, do disputes in Ghana's public universities frequently result in adverse outcomes? As shown by Wheaton (1974), Jasehn and Chatman (2000), Sullivan and Feltz (2001), and others, conflict can be dysfunctional, damaging performance and destroying cohesion if not adequately resolved. With this in mind, the research aims to examine the dispute-resolution tactics employed at the chosen university.

1.3 Scope of the Study

Geographically, the study was carried out in UBIDS. UBIDS was chosen because its population has recently experienced several conflicts. This would imply that the institution has not taken many lessons from the UDS, Wa Campus, which it inherited. In this context, the study primarily focuses on institution-wide conflict management techniques. The study specifically examined the types of conflict, the reasons for employee disputes, the effects of conflict on employee performance, and the conflict management strategies used.

1.4 Justification

UBIDS, though new, has witnessed several conflicts at various levels involving different actors. Therefore, there is a need to investigate the available conflict management strategies within the institution.

1.5 Significance of the Study

There has been much research on conflict in corporations and universities as well, according to the material that was already available (Rose & Shaham, 2002; Peterson & Behfar, 2003; Blay, 2006; Khan, Afzal & Rehman, 2009; Marfo, Taayina & Musah, 2018; Akparep et al., 2019; Marfo, Musah & Akparep, 2020). For instance, Banji (2014) found in his study of conflict situations at the University of Cape Coast library that the leading cause of rivalry among library users was an imbalance between supply and demand for resources, resulting in insufficient or relatively few resources. Conflicting demands, perceptions, aims, and positions, as well as tribalism and nepotism, were identified as the primary causes of conflict at UDS in a recent study by Bawah, Adam, and Uddin (2020). Despite these studies' importance, none examined disputes and their effects in tertiary institutions with the same level of focus as the current study. A gap like that is what this study aims to close.

The study would be academically helpful by providing a forum for discussion and by teaching staff practical conflict management skills to address conflict-related issues in the institution more productively. This study's findings would provide the university's administration with crucial information on conflict management strategies. The results of this study will offer important data to the university's administration and raise awareness among the faculty and

staff of the numerous ways to help them make better decisions. In doing so, you would be able to address conflict issues practically. Additionally, the findings of this study will aid university policy makers in developing comprehensive and practical measures to reduce the incidence of conflict among university workers.

The study will equip critical stakeholders in the educational sphere with the necessary conflict management strategies and conflict-sensitive mindsets. This would enable them to address conflicts more promptly and creatively. As noted by Snodgrass and Blunt (2009), unmanaged conflict can create dysfunction in universities, depriving learners of their citizenship rights through an equal education. Thus, if conflicts are poorly managed, the learning environment may become chaotic, thereby negatively affecting teaching and learning, two major activities in tertiary institutions.

2.0 MATERIALS AND METHODS
2.1 Introduction
This chapter presents a review of the literature relevant to the study. Among others, the chapter highlights conceptual explanations of key concepts such as organisations and organisational conflict. This chapter also examines the causes, nature, and effects of organisational conflicts. The review also focuses on theoretical explanations of conflict and the mechanisms and or strategies that have been proffered to manage or resolve conflicts. A conceptual framework to underpin the study is also outlined.

2.2 Defining Conflict
Conflict is difficult to define, as there is little agreement on its definition (Borisoff & Victor, 1998). Due to the pervasiveness of conflict, it has accumulated a wide range of meanings and connotations, creating a semantic maze (Amisore & Abiodun, 2014). Conflict can be characterised as an incompatibility of interests, aims, values, wants, expectations, and/or societal ideologies, according to Dennen (2005). Ibrahim (2007) defined conflict as an instance in which two or more values, perspectives, and beliefs are fundamentally at odds and have not been reconciled. Coser (1965), for his part, sees conflict as a fight over values or claims to status, authority, and limited resources in which the conflicting parties' goals include not only obtaining the desired values but also neutralising, hurting, or eliminating their adversaries. Robbins (1989) also viewed conflict as a process in which one person intentionally counters another's efforts by taking an action that prevents the other from achieving their goals, thereby frustrating them.

From the description above, conflict can be defined as behaviour intended to prevent the other person from achieving their objectives. Conflict is thus defined as an instance where one party feels that the interests of another are in opposition to or adversely affecting their own (Robbins & George, 2009). Previously, Thomas (1976) described conflict as a process that starts when one party believes the other has frustrated or is about to frustrate some of his or her worries. Adejuwon and Okewale (2009) challenged this notion, arguing that conflict is a natural outcome of human interaction, an inevitable by-product of decision-making, and a manifestation of the fundamental truth of interdependence among individuals. In support of this, Cameron (2007) defines conflict as an interactive oppositional behaviour between two or more individuals, institutions, or systems over incompatible objectives, interests, limited resources, values, belief systems, power, and prestige, as well as the nature of the relationship and performance.

According to the emerging picture, when conflict is viewed as a social issue, it involves at least two actors with opposing goals (Fisher et al., 2000), as opposed to intra-personal conflict, which is a situation in which a person experiences conflict within himself or herself. It may have its origins among two or more individuals or among two or more groups. This supports Hocker and Wilmot's (1985) view that conflict is an open fight involving at least two interdependent parties with divergent aims, limited rewards, and interference from the other side in accomplishing their goals. The interaction of individuals or groups with diverse expectations, interests, and backgrounds in society is therefore considered a natural byproduct of conflict. It is a hostile situation in which two or more parties are at odds with one another or are incompatible (Patzak, 2012). When defining conflict from this angle, it is important to remember that it is inevitable among humans. For this reason, conflict was first defined by Esquivel and Kleiner (1997) as disagreement between parties with divergent interests or viewpoints. Conflict

is a natural and expected component of human organisations, according to Akorede (2005), Ledearch (2003), and Alade (1998).

Competition seems to be an essential component of any conflict situation, according to various definitions of conflict. However, competition differs from conflicting objectives, rival interests, and emotional animosity. The most subtle, indirect, and tightly controlled forms of mutual interference might also be considered antagonistic interactions. The fact that conflict can be viewed as both a circumstance and a behaviour is another example of participant observation on the definitions.

2.3 Organisational Conflict

Conflict within an established or socially constructed organisation with well-defined aims and structures is known as organisational conflict. An organisation is therefore defined by Atta (1992:76) as "a social unit or human grouping purposely constructed to accomplish specified aims." He listed a variety of groups, including businesses, religious institutions, and jails. According to Ongori's (2009) analysis, conflicts arise in organisations anytime one party or group secures the accomplishment of desired results at the expense of the other. Variations in views, attitudes, and interests are more likely to foster disputes in companies, according to Pathak (2010). Taylor and Groom (1990) noted that the presence of a system with structured behaviour of functions is typically a sign of an organisational conflict. They contend that organisational behaviour is not random but instead includes a component of repetition that generates additional systemic inputs. Therefore, organisational conflict arises when members of the organisation engage in behaviours that are incompatible with those of their network of coworkers, other collectivities, or non-affiliated people who use the organisation's services or goods (Roloff, 1987). Incompatibility that results from an interactive process is now included in this definition's broader scope. Consequently, disagreement or dissonance occurs both within and between social entities (Rahim, 2002). According to this definition, organisational conflict is a condition of disharmony arising from the actual or perceived conflict between those in formal authority and power and those affected by them.

Since the objectives of many stakeholders, such as managers and employees, are sometimes at odds, conflict is an inherent component of organisational life (Jones, George & Hill, 2000). As people struggle for jobs, wealth, power, recognition, and security, conflict occurs both within organisations and in other spheres of life, according to Bagshaw (1998). This suggests that conflict arises whenever two or more people engage at work and have conflicting viewpoints about a task or decision. Conflict in the workplace is accepted as usual, unavoidable, and a sign of good organisational management. Conflict is acknowledged as necessary for productivity within certain bounds. Conflict can be helpful if it leads to innovative problem-solving or the achievement of organisational or subsystem goals that would not have been feasible otherwise.

A lack of challenge within an organisation can lead to stagnation, poor decisions, and inefficiency. On the other side, unresolved organisational conflict can lead to adverse effects (Rahim, 2001). According to this image, conflict is necessary for the expansion and development of organisations. However, specific conflicts can be detrimental to organisations' objectives, suggesting that conflict is a dualistic social phenomenon. Depending on how it is controlled, it can flourish or become a weapon of destruction.

2.4 Nature and Categorisations of Organisational Conflict

McEnery (1985) opined that it is more accurate to classify conflict as either "malignant," which tends to cause destructive disruption, or "benign," which tends to produce creative advancement. However, Osimore and Obiodun (2014) argue that categorising conflict theories into functional, situational, and interactive categories makes it easier to understand the term "conflict." Supporters of the functional viewpoint are interested in why conflicts arise and what function they serve in society. They hold that disputes serve a societal function. According to the situational view, conflict is an expression in certain circumstances. As a result, they focus on when and how conflicts arise. The third dimension is interactive theorists, who are typically interested in the techniques and strategies employed to convey conflict (Osimore & Obiodun, 2014). Green (2012) further divided organisational conflict into types based on intensity and trajectory. Rahim (2001) states that organisational conflict can be categorised by the levels (individual, group, etc.) at which it can occur and the sources from which it may arise.

Organisational disputes can be categorised as either intra-organisational (conflict within an organisation) or inter-organisational (conflict between two or more organisations), based on the conversations thus far. Based on the levels, individual, group, among others, at which it manifests itself, intra-organisational conflict could also be categorised. Accordingly, interpersonal, intragroup, and intergroup conflict within organisations can be characterised. This implies that the parties involved in an organisational conflict, and the level at which it arises, may affect how amenable the issue is to resolution.

2.3.1 Intrapersonal conflict

A person has an internal struggle. It occurs when a person's motivations or drives are hindered, or when a person is presented with two options but is unable to choose the best course of action because of conflicting goals and responsibilities (Chand, 2010). Incompatibility, unacceptability, ambiguity, frustration, purpose conflict, and role conflict are some fundamental components that lead to disputes between people (Evans, 2013). Evans (2013) further categorises interpersonal disputes into:

- *Approach-approach conflict:* Conflict is referred to here as something that happens when there are two or more positive alternatives. A person must decide in this circumstance between two equally enticing options (e.g. selecting one of two equally attractive jobs).

- *Avoidance conflict:* It refers to a conflict scenario in which a person must choose between two or more undesirable options (e.g. when an employee is threatened with punishments regarding his demotion unless he does something he dislikes).

- *Approach-avoidance conflict:* When a person must make a decision that has both positive and negative consequences, there is conflict (e.g. when a person is required to accept an attractive job in an undesired place).

Rahim (2001) indicates that a person will experience intrapersonal conflict when they struggle to make a choice due to uncertainty or feel pulled in opposing directions. The choices are both desirable and undesirable. The difficulty of handling this kind of dispute must be overcome virtually daily by every organisational member. The idea is that interpersonal conflict in the workplace need not always involve two or more people. Difficulty in making decisions and a clash between a person's own inclinations and those of the organisation are likely to result in intrapersonal conflict. The challenge, however, is that when intrapersonal conflict arises within a person (latent), it is difficult for another person to observe unless it becomes manifest.

2.3.2 Interpersonal conflict

Conflict between two or more interacting people resulting from incompatibility, disagreement, or difference is referred to as interpersonal conflict (Rahim, 2001). Apparently, this conflict is one of the most familiar to organisations. The most frequent conflict in organisations is this kind. When two people disagree, it frequently happens (Green & Charles, 2012). Conflict between two managers, for instance, may arise when they fight for the same promotion or for scarce resources such as labour and capital. They may also argue regarding the most effective marketing strategy for their most important client (Hussein & Al-Mamary, 2019).

A manager and his superiors, a supervisor and a worker, or a worker and another worker could engage in this type of confrontation. There could be a conflict arising from the groups' differing objectives and goals (Kinicki & Kreitner, 2008). This conflict is typically brought on by personality clashes, perceptions (based on experiences, education, backgrounds, and other factors), conflicts over values and interests, power and status imbalances, a lack of knowledge, a lack of compatibility, stress, and resource scarcity (Whetten & Cameron, 2012).

The emerging picture is that competing claims between at least two people, within or across different departments of an organisation, can trigger interpersonal conflict. This type of conflict suggests that the parties or actors involved may be limited in number, as opposed to intergroup or intra-organisational conflict. As suggested by Rahim (2001), this type of conflict is probably the most recognised in organisations. It requires a prompt response to defuse tension, as frequent interpersonal conflict can derail overall organisational goals.

2.3.3 Intragroup conflict

Intragroup conflict refers to disagreements or incompatibilities among members of a group or its subgroups over the group's objectives, responsibilities, or activities (Rahim, 2001). Whenever a group member feels that something happening within them violates the norm, intragroup conflict arises. These conflicts may arise between managers and their subordinates' teams, or between leaders and their followers. It might also occur if individuals in the same group disagree with one another (Chand, 2015). Three types of intra-group conflict have been identified by researchers: interpersonal, task, and process conflict (Amason, 1994; Jehn, 1995; Pinkley, 1990). However, these three conflict styles frequently collide (Dirks & Parks, 2003). A relationship conflict arises when group members are interpersonally incompatible, as evidenced by tensions, resentments, irritations, and personality conflicts (Jehn, 1995). Negative personal emotions also bring on this kind of dispute. Negative feelings such as worry, mistrust, anger, frustration, and the fear of rejection by other team members are produced by this kind of conflict (Jehn, 1995). (Murmnigham and Conlon, 1991). Different personalities, attitudes, approaches, beliefs, and views among team members are what lead to relationship problems. Additionally, relationship conflict hinders team members' ability to make decisions and raises their stress and anxiety levels (Mohd, Omar & Asri, 2016).

A task conflict arises when there are disagreements over the objectives and substance of tasks, including how to interpret the facts, distribute resources, and follow processes (Jehn, 1995). A task conflict is characterised by differences in opinion, attitude, and ideas that may coincide with personal relations and lively dialogues. Passionate debates and personal excitement can accompany task conflicts and contain divergent points of view, ideas, and opinions. Task conflict has been linked to several positive outcomes, including enhancing team debate (Jehn et al., 1999), which produces high-quality ideas and innovation (Amason, 1996; West & Anderson, 1996). Conflict of this kind frequently results in improved service delivery (Tjosvold, Dann & Wong, 1992). Task conflict has also been linked in studies to adverse outcomes such as job dissatisfaction, poor teamwork, and elevated anxiety (Kabanoff, 1991; Jenn et al., 1997). (Jehn, 1997). According to Parayitam and Dooley (2007), task conflict is positively correlated with team commitment, understanding, and the quality of decision-making. Team members will share their opinions and ideas throughout the team discussion, which will help to improve the effectiveness of the decisions taken (Milliken & Martins, 1996).

On the other side, process conflicts refer to differences in the best way to complete a task (Hussien & Al-Mamary, 2019). This sort of conflict, according to Jehn and Mannix (2001), occurs when people argue about who is responsible for carrying out a particular task, as well as disagreements over individual responsibilities and delegation. To put it another way, process conflict concerns questions of accountability and resource allocation, such as who should do what and how much authority should be given to whom. According to Ongari (2009), this kind of dispute typically arises when the supervisor or the person in charge of the task fails to describe the procedure(s) for the task clearly. Process conflict has been linked to lower production and morale (Jehn, 1997). It also impacts how well teams perform (Jehn, 1999). Process conflict typically occurs when a task is divided into smaller components to be completed by several actors, with responsibility assigned and the work determined who will complete it and how (Behfar et al., 2008).

According to the conversation just now, high process conflict typically arises in larger groups and teams because they often have more members. Teams with more members sometimes experience frustration with tasks and obligations, which increases the likelihood of arguments. Members of the group may become hostile as a result. Low levels of process conflict in a large group, however, are viewed favourably. Low process conflict encourages team members' motivation and supports competitiveness in healthier and constructive ways (Mohd, Omar & Asri, 2016). Given the possibility that high levels of process conflict can lead to stress, envy, low motivation, and job discontent, Mohd, Omar, and Asri (2016) advise minimising process conflicts. The explanations also affirm that organisations such as universities cannot run away from conflicts. Given that employees, external customers (suppliers and neighbours), and internal customers (students) have different orientations, viewpoints, values, and needs, their actions and reactions are likely to clash. This, however, does not suggest that intragroup conflicts are inherently harmful. In all social settings, our approach to a given conflict environment will determine whether the outcome will be functional or dysfunctional.

2.3.4 Intergroup conflict

Intergroup conflict is defined by Rahim (2001) as a group's collective incompatibility or disagreement with another group over tasks, resources, or information, among other things. This indicates that disputes of some kind occasionally develop within an organisation as various groups work to achieve their individual goals. The university system, which operates through faculties/schools and departments, may be typical of this. This makes it more probable that conflicts will arise when various faculties mount academic programs when one program is perceived as the exclusive domain of another faculty. In contrast to this perspective, Green (2012) argued that organisations are composed of interconnected networks of sections, work teams, departments, individuals, or groups that typically give rise to rivalry and conflict.

In organisations, intergroup conflict may be viewed as inevitable. To improve overall organisational effectiveness, complex organisations develop many subsystems with similar activities and clear goals. Despite adopting different norms, attitudes, and behaviours, subsystems nonetheless internalise a sense of homogeneity and are necessary for collaboration to achieve organisational objectives. However, the reliance of subsystems on tasks, resources, and information, as well as their heterogeneity, are frequently the primary causes of conflict between two or more subsystems (Rahim, 2001). Conflicts also develop within distinct functional groups within the organisation as a result of their disparate goals and several basic disparities across separate units' operations, processes, or structures. As each unit attempts to create its own organisational sub-structure, these sub-structures differ in terms of goal and time orientation, structural formality, and supervisory style (Jones & George, 2008). In this sense, it is believed that harmony among all interdependent groups is crucial to the organisation's overall performance. The severity of intergroup conflicts is likely to be reduced by emphasising an organisation's ultimate aim.

2.3.5 Intra-Organisational Conflict

Hussein and Al Mamary (2019) noted that there are four categories of intra-organisational conflict: vertical, horizontal, line-staff, and role. They often overlap, even though each has distinguishing characteristics (Luthans, 1998). Superior-subordinate conflicts, also known as vertical conflicts, occur between organisational levels. Attempts by superiors to exert control frequently lead to their emergence. Contrarily, horizontal disputes occur between divisions or employees at the same or a similar organisational level (Jones & George, 2008).

Kinicki and Kreitner (2008) defined line-staff conflicts as disagreements between line and staff managers stemming from their individual personalities. According to these authorities, younger staff members frequently have better educational credentials, which affects how their attitudes, values, and ethics are formed, leading to conflicts with those of their much older, more traditional line colleagues. On the other hand, role Conflicts are a collection of behaviours that people in certain positions are supposed to exhibit. When a role holder must carry out two or more roles that demand incompatible, antagonistic, or mutually exclusive behaviours, a conflict arises. According to Pandey and Kumar (1997:191), role conflict is "a state of mind, experience, or perception of the role incumbent arising out of the simultaneous occurrence of two or more role expectations such that compliance with one would make compliance with the other(s) more difficult or even impossible."

It is becoming clear that if disagreement is seen as the source or core of every dispute, organisations are more likely to experience them. This explains why Cowan (1999) claimed that organisations are rife with conflict in all its manifestations and that some appear preoccupied with conflict management. The sooner we recognise that conflicts exist in an organisational setting, the better our chances are of resolving them successfully.

Nordby (2018), for example, identified six types of conflict and asserted that there is a logical connection among them, and that it is particularly crucial for managers to be aware of them. They include disagreements over interpretation, arguments, values, interests, roles, and personal matters. The following is how she classifies various conflict patterns:

o *Interpretation conflicts:* Different people's interpretations of verbal or nonverbal communicative behaviours can result in fundamental disagreements, which are known as interpretation conflicts. Inaccurate belief attribution leads to misinterpretation, which,

in turn, causes interpretive conflicts. In this aspect, a party's belief about an adversary differs from what the adversary actually believes. Interpretation conflicts are construed as *pseudo conflicts* - Concerning a topic of conversation, there is no genuine disagreement. This implies that an interpretation conflict is never viewed as a quarrel by the people concerned. If that were the case, the parties would realise they had been misunderstood, and the dispute would end.

o **Argumentation conflicts:** As Nordby (2018) noted, argumentation conflicts occur when disputing parties support incompatible arguments or assign different weights to them. Argument disputes commonly arise when the disputing parties focus on significantly different arguments. However, they can also develop when the disputing parties are preoccupied with the same arguments but disagree about their validity or application. Any strategy for resolving argumentation conflicts should incorporate four principles, according to Arnold and Randall (2010): (i) make the parties understand that there is a problem; (ii) define the problem; (iii) find ways to solve the problem; and (iv) if the problem cannot be solved, find ways to avoid it.

o **Value conflicts:** These conflicts occur when the parties are vying for opposite ideas of what they value. These conflicts develop when the parties hold divergent values that shape their action preferences and their opinions on when and how to behave in conflict. Managers face a twofold difficulty due to value conflicts. They need to identify the values at risk for the parties in conflict and decide how particular values should prevail, typically in conversation with one or both parties. Personal ideals and the cultural norms upheld in a given social setting are distinct, and contextual cultural norms must be understood in relation to more abstract notions of equality, freedom, and solidarity (Raz, 2004; Stjern, 2004; Spicker, 2006).

o **Interest conflicts:** Occur when individuals or groups of parties attempt to fulfil conflicting goals. Participants in a conflict are driven to achieve mutually exclusive objectives, which can lead to conflict. These confrontations frequently involve union representatives or opposing employee groups, and managers typically address them during reorganisations or change initiatives. Although they can be similar to value conflicts, interest conflicts differ in that the people involved are more strategically motivated to advance their own interests (Cloke & Goldsmith, 2011; Yukl, 2013). When the parties involved feel they have extremely excellent justifications for promoting their own interests, the tension in such disputes can be very intense. Goals are typically characterised as outcomes that offer personal benefit, and actions motivated by interests are typically highly goal-driven. According to Brenn, van Ruler, and Vercic (2005), tensions can develop at different organisational levels when individual or group interests are at stake.

o **Role conflicts:** Conflicts like this occur when formal or informal responsibilities are unclear or contested. Role disputes occur when the disputing parties hold divergent opinions regarding the boundaries between formal and informal roles, the distribution of duties, and the scope of each party's responsibilities. If there are many grey areas between responsibilities and confusion about routines and competencies, conflicts can readily occur. When there is conflict between the professional and administrative duties, role conflicts are likely to occur. Due to contemporary principles of economic-administrative management "from above" and professional pressure from first-line services "from below," these role conflicts have become more prevalent in organisations (Nordby, 2014). For managers who must connect these two worlds, this double pressure can be particularly difficult. They must be attentive to centralised pressure while also aware of the tasks and responsibilities of individuals who work on the organisation's periphery.

o **Personal conflicts:** In this case, disagreement is based on assumptions about deplorable attitudes or personality qualities. When one person perceives another's behaviour as

offensive or inappropriate, personal disputes can result. Conflicts like this have nothing to do with societal obligations or the pursuits we try to prioritise. Instead, they are more concerned with who we are as people, our character qualities, and our attitude expression (Borisoff & Victor, 1989; McCorkle & Reese, 2009; Arnold & Randall, 2010; Nordby, 2014). Personal conflicts can be complicated to resolve, since they often have their roots not in the conduct of the parties, but in the individuals themselves. Any attempt to persuade the parties in dispute to think twice about how they are acting can easily be taken as personal criticism, further distancing them from one another or, in the worst-case scenario, leading to complete denial.

2.5 Causes of Conflict in Public Universities

Banji (2014) indicates that staff conflict management at the University of Cape Coast Library was a competition among employees for scarce resources, which was the primary cause of conflict. The conflict that arises in libraries results from the fact that our desires are insatiable, while the resources we have to satisfy them are finite or relatively rare. In her analysis of conflict among junior high school teachers in a developing nation, Obuobisa-Darko (2014) concluded that both structural and personal variables contributed to conflicts. Differences in perception were the most important personal component, whereas sharing of scarce and shared resources was the most important structural element. According to a study conducted in Nigeria on the Industrial Conflict between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria, the Academic Staff Union of Universities' (ASUU) Poor Academic Staff Remuneration and Deteriorating Teaching and Learning Facilities are the leading causes of the Conflict (Azamosa, 2012).

Similar to this, Olaleye and Arogundade's (2013) study of academic and professional administrators in South-West Nigeria discovered that role incongruity in the university was to blame for conflicts, including work interdependence, mutual dependence on scarce resources, differences in performance criteria and reward systems, differences in units and subunits orientation and goals, and differences in status and jurisdictional ambiguities. The conflict was also found to be exacerbated by individual or behavioural variations in background, personality traits, values, communication, perceptions, attitudes, and emotions. Conflicting needs, perceptions, goals, and roles, as well as tribalism and nepotism, were among the factors that contributed to conflict at the University for Development Studies, according to a study on conflict management practices in tertiary institutions using the UDS Central Administration (Bawah, Adam & Uddin, 2020). Conflict in universities, according to Musembi and Siele (2004), manifests in various ways and results from the interaction of complex circumstances. According to Havenga (2004), factors that may contribute to organisational-level conflict include resource availability, affirmative action initiatives, the volume and complexity of work, the adoption of new management strategies, and cultural and racial disparities. As Deutsch and Coleman (2006) revealed, factors that lead to conflict include disparities in core values, knowledge, and beliefs; competition for authority, position, and recognition; a need for stress relief; a desire for autonomy; and personal hatred.

In a recent study by Usendok (2022), the causes of conflict in educational institutions include differences in perceptions and attributes arising from organisational structures, role structures, workforce heterogeneity, environmental changes, discrepancies in goals, diverse economic interests, group loyalty, and value inconsistencies. One may argue that there is a wide range of different reasons why disputes arise in educational settings. Thoughtful conflict mapping may be necessary to develop a clever solution. The debates make it very evident that there is no single answer that could adequately resolve all problems within organisations. This means that the nature of the conflict will primarily determine the appropriate conflict-resolution method (s), the strategies employed by the parties, and the context in which the conflict occurs.

2.6 Conflict as a symmetrical phenomenon

Those who view conflict as a bad thing would want to stay as far away from it as they can in all areas of life. Others may view it similarly as a phenomenon that requires proactive handling. Others, however, can view conflict as an exhilarating opportunity for personal development and endeavour to make the most of it. Thus, conflict can be dysfunctional, damaging performance and destroying cohesion (Jehn & Chatman, 2000; Sullivan & Feltz, 2001), as well as functional, which can be advantageous, shielding the group from its inclination toward group and status

quo thinking (Gero, 1985; Turner & Pratkanis, 1997). Even when the opposing party is destroyed entirely, conflict can serve a social purpose and foster healing. A group's members get more socialised through conflict, which also eases tension within the group. Conflict resolution entails questioning established protocols and practices to increase individual productivity or implement novel methods (Robbins et al., 2003). When a dispute benefits the organisation in some manner, it is said to be functional (Hosner, Baack, & Baack, 2017).

Functional conflict, in Robbins's view (2001), advances the organisation's objectives and enhances its effectiveness. The idea is that conflict can lead to regular competition between groups, pushing them to work harder and produce more, which benefits both the group and the institution. Conflict, when viewed as a struggle between opposing ideologies, objectives, or parties, has been shown to enhance worker and organisational performance. Individuals can evolve and develop new ideas through conflict (Kinicki & Kreitner, 2008). The opportunity for members to see the issues and opportunities presented by constructive conflict is one of its key advantages. A constructive disagreement between two or more parties is a functional conflict. People mainly disagree on ideas or perceptions when there is a functional contradiction. Open-minded people engage in mutual investigation of concepts or tenets, discover new information, and develop fresh perspectives, all of which strengthen the bond between those who have divergent opinions. Social conflict can play a variety of roles in maintaining the cohesiveness of groups and collectivities, as well as in the development of interpersonal relationships; therefore, it is not always a bad thing or a sign of social illness (Dennen, 2005).

On the other hand, if they are not handled correctly, organisational conflicts may negatively affect the people involved and the organisation as a whole. In Neuhauser's (1988) view, organisational conflict is harmful. He believes that conflict is a primary cause of increased stress and decreased productivity for managers and workers across all departments of any firm. The standard of services received by customers or clients is virtually always negatively impacted. As Kriesberg (1998) stated, conflict need not be violent, though it can be harmful if uncontrolled or poorly managed. As a result, Neuhauser's (1988) viewpoint may be considered an overstatement. As a result, conflict can be resolved amicably without necessarily requiring the defeat of the opposing party or the destruction of property. A properly handled conflict can benefit all parties involved (Marfo, 2018).

Although not all disagreements are undesirable, they can seriously harm an institution's ability to work together. Conflicts can lead to antagonism, friction, resentment, aggression, tension, and other adverse effects inside an institution. Dysfunctional conflict is characterised by activities that are harmful and impair performance within an organisation, a group, or an individual (Amason, 1996). Common manifestations of dysfunctional conflicts may include shouting matches in public that harm organisational morale or give the wrong impression to the public, strikes or work stoppages, attempts to harm the other side while also harming the organisation, interfering with others' work, withholding crucial information, and actual violence (Hosner, Baack & Baack, 2017).

In most cases, dysfunctional conflict reduces productivity and hurts organisational effectiveness. Individual interests that are in conflict with one another and with the company's overall goals define this conflict orientation. Information sharing between managers is restricted. Employees undermine others' efforts, overtly or covertly, when they are not interested in working in a collaborative environment (Kinicki & Kreitner, 2008). In conclusion, unhealthy conflict between two or more parties is known as dysfunctional conflict. It assumes that disputes are terrible and will always hurt how an organisation functions.

The image that is starting to take shape is that interpersonal conflict within organisations tends to spur growth through collective assessment and novel ideas. The individual orientations and visions of each person could override the organisation's overarching goals, or it could be a destructive force that shreds team spirit. Conflict can take many different forms, some constructive and some destructive. A more robust intervention is necessary when conflict takes on a violent tone, spreads over a wider line of devastation, consumes people and property, and threatens the stability of the social order, according to Marfo (2018). Some conflicts are helpful because they can bring important concerns into focus and foster the development of new institutions and procedures. However, some confrontations are resource-intensive and harmful (Carpenter & Kennedy, 2001); a speedy solution may be necessary to ensure society runs smoothly.

Conflict can occur in institutions such as public colleges, as noted by Ongari (2009) and Hotepo et al. (2010), and the outcomes can be unpredictable. According to Jones and George's 2003 analysis, an organisation's level of conflict can affect its members' productivity in both positive and negative ways. The outcomes, on the other hand, are determined by the nature of the conflict, how long it lasts, who is involved, the actors or parties and the methods used to end it. When it drains the energy of individual members, it can harm a group. The organisation's focus is diverted from vital objectives, resulting in wasted resources rather than being directed to other productive tasks (Dana, 2001). As a result of disruptions to group dynamics and the resulting interpersonal tension, certain group members may find it difficult or impossible to cooperate to accomplish the organisation's goals (Ongari, 2009). Unresolved conflicts frequently worsen. It increases the likelihood of accumulating additional issues as it expands (Knippen & Green, 1999).

Conflict in the classroom can have detrimental effects on the learning environment, such as lowering teacher morale, slowing the pace of work, and increasing absences (Jennings & Wattam, 2004). In general, disputes can lead to antagonism, anger, aggression, tension, and strife inside an organisation (Bampoh-Addo & Ansah-Koi, 2015). According to Ongari's (2009) research, unresolved disagreements can negatively impact an organisation by leading to subpar performance, reduced cooperation, resource waste, and decreased production. Basically, internal disputes can consume time that could be spent on other tasks, result in worker turnover, encourage wrongdoing within the organisation's rank and file, and undermine employee morale. According to Rahim's (2001) research, conflict can lead to decreased productivity, organisational commitment, and loyalty, as well as stress and discontent at work, and a breakdown in both individual and group communication.

On the other hand, other authors contend that conflict can enhance decision-making outcomes, particularly task-related conflict and group productivity, by raising standards through constructive criticism and by encouraging people to play the devil's advocate (Amason, 1996). Conflict has also been found to benefit firms, notably by fostering employee cooperation, organisational innovation, and the quality of decision-making. Other authors (Kelly & Kelly, 1998; Pelled, Eisenhardt, & Xin, 1999; Rahim, 2001) contend that conflict can improve decision-making, boost productivity, and encourage innovation and growth in businesses. Contradiction is a dualistic or symmetrical social phenomenon, as the above discussion shows. In the right hands, it might serve as a development tool. Alternatively, if it is neglected or treated improperly, it might become a destructive weapon. Akparep (2022) examined conflicts between students and management at UDS from 1999 to 2009 and found that they had both favourable and unfavourable effects. According to the study, the most upsetting adverse effects of the conflicts included the loss of beneficial teaching and learning contact hours, the shortening of the academic calendar, the temporary closure of the School, insecurity, high levels of tension and apprehension, unchecked student roaming, and poor student performances in the Trimester examinations.

The study identified significant benefits, including the development of self-control, improvement in interpersonal communication skills, greater transparency in the university climate, and greater capacity to tolerate and appreciate other viewpoints. In this regard, Lederach (2003) concluded that conflict is common in interpersonal interactions and serves as a catalyst for transformation. Both positive and negative effects are caused by it in people. It is how each conflict situation is handled that makes the difference between destructive and constructive disputes. A total lack of confrontation might lead to apathy and sluggishness, according to Isabu (2017), who summarises the case. On the other hand, a small amount of constructive conflict can energise behaviour, encourage healthy competition, and spark new ideas. Given this, there are various ways school administration should work to minimise the negative impacts of conflict.

2.7 Conflict Management and Resolution

Conflict is a complex reality that can exist in any organisation. Conflict may arise at any time as long as people compete for jobs, resources, power, status, and safety (Usendok, 2022). However, a constant state of conflict is fatal to any institution. In light of this, all disputes require attention, regardless of their type, path, or source. There are probably as many mechanisms and approaches to resolving conflict as there are types of conflict, from formal, complex models to more informal problem-solving methods (Bampoh-Addo & Ansah-Koi, 2015). Additionally, Fatile

and Adejuwon (2011) noted that there are various approaches to managing conflict, some emphasising alterations to social structures while others focus on interpersonal interactions.

Conflict management and resolution are not the same thing, however. Conflict management involves developing effective macro-level strategies to minimise the dysfunctions of conflict and enhance its constructive functions, thereby increasing learning and effectiveness in an organisation. Conflict resolution involves reducing, eliminating, or terminating conflict (Rahim, 2002). Resolving a conflict entails steps like prevention and containment, in addition to settlement. As a result, the phrase "conflict management" both refers to and encompasses dispute settlement (d'Estree et al., 2001; Lynch, 2001).

Conflict resolution studies encompass a wide range of topics, including bargaining, mediation, arbitration, and negotiation. Not conflict resolution, but conflict management is what modern enterprises need (Rahim, 2002). Osimore and Abiodun (2014) contend that managing a conflict involves specialised engagement that prevents a disagreement from escalating into a battle, rather than resolving it by addressing the interests of all parties involved. As a result, even while the core problems may not be solvable, handling a disagreement tends to shift the focus to personal concerns to enable a positive relationship. Thus, to maximise learning and organisational performance, conflict management entails developing practical techniques to reduce conflict's dysfunctions and enhance its constructive aspects (Rahim, 2002). As a result, it may be inferred that managing conflict does not necessarily entail avoidance or resolution, but rather entails reducing the likelihood of unproductive escalation. As a result, conflict management refers to the process by which groups and individuals handle complaints or disagreements to achieve a compromise that promotes resolution, fosters consensus, and demonstrates sincere commitment to decision-making (Usendok, 2022).

The management of conflict, according to Uchendu, Anijaobi, and Odigwe (2013), determines whether it will have a positive or negative impact on the company's performance. Conflict is unavoidable in organisations. They go on to claim that effective management of workplace conflict depends on promptly identifying and explaining the underlying tension before the conflict escalates. In light of this, a conflict management orientation is a highly intrusive approach that may be applied in various ways in businesses (Uchendu, Anijaobi & Odigwe, 2013). According to Nordby (2018), managers should base their decisions on their understanding of the dispute's underlying nature and their knowledge of how it can be handled through various methods. It is simpler to decide how to resolve a conflict when one can see past the situation's complex surface and pinpoint the conflict type or types that underlie it.

In Lencioni's opinion (2005; emphasis added), adopting the best strategies to address current conflicts is the most crucial component of the conflict resolution process. He believed that three important elements needed to be emphasised when addressing conflicts. These problems consist of three categories: (a) environmental hurdles, (b) relationship obstacles, and (c) personal obstacles (Cited in Bampoh-Addo & Ansah-Koi, 2015). Issues that border the environment where the dispute is occurring are referred to as environmental impediments. This encompasses concerns such as office politics, people's dispositions, institutional culture (e.g., collegiality vs. accountability), and other factors that may affect the resolution process. Relationship barriers include all issues between the parties to the conflict, as well as any unresolved past events or legacies among them. These barriers may also be related to the parties' reputations or positions within the institution, which can affect how they handle conflict. Mentor-mentee problems, godfather syndrome, and tribe divisions fall under this group. Conversely, individual challenges are problems unique to each party to the conflict. Conflicts can be started and subsequently resolved by people's experiences, knowledge, self-esteem, values, and motivations (Lencioni, 2005).

Simmel (1956) added three alternative strategies for resolving a conflict. First, a dispute may be settled through a party's triumph over the other; second, a compromise may be reached; and third, conciliation may be used to settle the dispute. A conflict map that could guide conflict-resolution processes could be created, according to Mayer (2000), if the sources of conflict are known and understood. Ford (2007) proposed a four-step method comprising assessment and inquiry, design, implementation, and evaluation, all aimed at establishing effective and impartial dispute resolution in the workplace.

According to Rahim (2002), there are five main strategies that parties can use to resolve a conflict: integrating, obliging, dominating, avoiding, and compromising. Listed below are these styles' advantages and disadvantages:

- o **Integrating Style:** This approach helps resolve complex issues efficiently. It is most effective when a problem cannot be solved by a single party alone, requiring the synthesis of ideas to find a better solution. It can also assist in developing effective alternative solutions and in situations where the commitment of multiple parties is necessary for successful implementation. This is because it leverages each party's skills, knowledge, and resources. If sufficient time is available for problem-solving, this method is feasible. It effectively manages strategic concerns related to an organisation's goals and policies, as well as long-term planning. However, in some circumstances, this approach may be ineffective. When a task or problem is trivial or straightforward, when there is insufficient time to deliberate on a solution (i.e., immediate action is needed), when other parties lack the necessary skills and experience, or when they do not care about the results, problem-solving techniques are inappropriate.

- o **Obliging Style:** This approach can be helpful in situations where one party is unfamiliar with the issues at stake or when the other party is right, and the subject is crucial to them. When one side is willing to sacrifice something in the hopes of gaining something from the other party later, this tactic may be used. When a party is negotiating from a position of weakness or thinks maintaining a connection is crucial, this method could be suitable. If the party feels strongly about the subject of the disagreement and is confident in their position, then this method is improper. When one side thinks the other is wrong or unethical, it is inappropriate as well.

- o **Dominating Style:** This approach is appropriate when a party's interests are at stake in the issues at stake in the disagreement or when the party might suffer harm from the other party's choice. When dealing with routine affairs or situations that call for a quick decision, a supervisor may employ this approach. If a subordinate is very assertive or lacks the knowledge to make technical judgments, a supervisor may need to use this tactic to manage them. The implementation of unpopular courses of action can be handled using this strategy. When there is sufficient time to make a wise judgment and the topics at stake are complex, this method is incorrect. When both parties have equal power, using this approach by either or both could result in a deadlock. They might not be able to break the impasse unless they alter their approaches. If the issues are not significant to the party, this approach is improper. High-competence subordinates may not enjoy an authoritarian boss who adopts this approach.

- o **Avoiding Style:** When the advantages of conflict resolution outweigh the potential dysfunctional effects of facing the other side, this style may be employed. When a cooling-off interval is required before a complex problem can be efficiently handled, it may be used to address minor or insignificant concerns. When a party's interests are at stake, this approach is unacceptable. This manner of communication is especially wrong when the parties are left to decide, when they are impatient, or when they need to act quickly.

- o **Compromising Style:** This approach can be helpful when opposing parties' objectives are incompatible or when both parties (such as labour and management) are equally powerful, and their negotiations have come to a standstill. This can be employed when parties are unable to reach an agreement, when a temporary fix to a complex problem is required, or when other approaches have been tried and proved ineffective at resolving the concerns. If prolonged conflict is to be avoided, this approach might be required. This method is incorrect when dealing with complex issues that call for a problem-solving strategy. Unfortunately, when dealing with complex issues, management practitioners frequently employ this approach and, as a result, are unable to develop practical, long-term solutions. Additionally, the manner may not be suitable if one party has more clout than the other and firmly holds their opinion. Additionally, when it comes to handling a conflict of values, this approach might not be acceptable.

The aforementioned discourses show that individuals take different approaches when responding to a specific conflict situation. The overarching concept is that how a particular organisational dispute is handled depends on the parties involved, the nature of the conflict, its context, and the actors' knowledge and skill in managing it. Similar to Rahim's (2002) classification outlined above, Nnadi (1997) expounded some basic strategies for dealing with conflicts. These are: (a) Win-Lose, (b) Lose-Lose, (c) Win-Win, (d) Withdrawing, (e) Smoothing, and (f) Compromising.

- o **Win-Lose:** There are winners and losers in the Win-Lose approach, just like in a majority vote system (Nnadi, 1997). Typically, the Win-Lose strategy is used to impose a choice on employees when conflict is perceived as a personal threat and when administrative authority is used. In this situation, the administrator feels successful while the employees, who might not be able to voice their displeasure, actually lose out. Because the supervisor perceives themselves as in charge during talks with employees, this technique results in one-way communication. Employees become irritated in these scenarios. Because it divides the parties involved in a conflict, this approach to issue resolution may result in a "we" versus "them" dynamic and should be avoided whenever feasible. Win-lose approaches to conflict management have two main drawbacks, according to McNamara (2007). Its focus on winning suggests it is a closed strategy, polluted with bias and prejudice, to start. The rivalry and enmity between the winning and losing groups also worsen.

- o **Lose-Lose:** When those in the conflict are forced to compromise and cannot get everything they want, a lose-lose approach is the result (Nnadi, 1997). Because it is believed that avoiding conflict is preferable to engaging in it on a personal level, individuals receive only a portion of what they need. This indicates that nobody actually wins in this situation. When employees believe that the people in charge of operations would not accept their solution to an issue, they frequently use this tactic. In this situation, both employees and managers seek a compromise to avoid offending one another. Contrary to popular belief, compromise is not always the most effective way to resolve a dispute. Conflicts that call for highly effective and widely accepted solutions cannot be resolved using the Lose-Lose technique.

- o **Win-Win:** The Win-Win strategy aims to find compromises that are acceptable to both parties to the issue. The Win-Win approach not only emphasises consensus but also calls for people to communicate their wants and opinions. This is possible when there is less defensiveness, trepidation, and aggressiveness and more candour from all parties on the facts, ideas, and feelings. Supervisors use a problem-solving approach to approaching and resolving conflict, which permits open participation and commitment to a solution acceptable to all parties to reach a Win-Win outcome. Because this tactic entails components of bargaining and compromise, it enables both parties to a conflict to benefit in some way (though not always equally). Weaver (2003) asserts that this tactic offers quarrelling parties the opportunity to become subjects. According to Onsarigo (2007), it also entails a collaborative process in which participants jointly describe their challenges before cooperating to find solutions. The key here is that the parties engage in the process of finding a solution and, to the extent practical, be persuaded to view each other favourably and to accept each other's viewpoints as valid (Bampoh-Addo & Ansah-Koi, 2015).

- o **Withdrawal:** The withdrawal strategy has been compared to attempting to push conflict under the rug in the hopes that it will go away. Therefore, retreat can be seen as passivity or avoidance. The avoidance orientation, according to Shani and Lau (2000), connotes an aggressive, uncooperative approach in which both parties disregard the issues raised by avoiding the problem or choosing not to deal with it. Apathy, withdrawal, and indifference are common manifestations of avoidance. The person who employs this tactic leaves the conflict and makes an effort to ignore it. Conflict is not absent; rather, it has been understood as something to be avoided. The disagreement will almost certainly recur and

become more serious if nothing is done to address its causes. Employers and supervisors frequently resort to avoidance because they find it unpleasant to discuss conflict openly. This has reportedly been the least successful method of handling disputes because, when disputes are mishandled or avoided, bad ideas may be allowed to flourish, leading to poor judgment and unproductive outcomes. Avoidance offers a temporary solution that sidesteps the core issue (Krietner & Kinicki, 1998). Avoidance, however, might still be appropriate if the matter is minor or if one side believes there is little possibility of success.

o **Smoothing:** According to Nnadi (1997), a smoothing person is someone who frequently has a limited tolerance for conflict and the display of negative emotions and who would always prefer that others see the positive side of things. This may or may not lead to a productive work environment, since employees may feel irritated when problems go unresolved and because most supervisors are too kind to address problems effectively. Contrarily, smoothing entails minimising differences while highlighting similarities, according to Kreitner and Kinicki (1998). As a result, it "encourages cooperation but is inappropriate for complex or increasing situations" (p. 462). In addition, smoothing is a more diplomatic method of resolving disputes because the supervisor seeks to persuade one group to compromise rather than imposing a solution. When the supervisor is the only one providing a reasonable idea and has access to more information than the other factions, this tactic may work. The losing side is likely to feel bitter if the supervisor is favouring one side. Furthermore, while this approach can temporarily reduce friction, it does not address the fundamental issue. This is corroborated by Krietner and Kinicki (2001), who note that smoothing is a band-aid solution that avoids addressing the root cause. Kreitner (1998), on the other hand, believed that smoothing could be helpful in situations when management is trying to keep things under control until a crucial project is finished, when there is no time for compromise or problem-solving, or when forcing is regarded as inappropriate.

o **Compromising:** Finding a middle ground between two or more perspectives is what compromise refers to when management is attempting to resolve a problem. Three types of compromise have been proposed: separation, in which disputing parties are kept apart until they reach an agreement; arbitration, in which disputing parties submit their dispute to a third party for resolution; and bribery, in which one party accepts payment in exchange for resolving the dispute. When both parties try to address their issues, compromise occurs. To manage the disagreement in a way that benefits both parties, both sides must be willing to make certain concessions to one another. Determining that a partial victory is preferable to none at all is the underlying tenet of compromise. To reach or maintain a lofty aim, a compromise is best when both parties give up something of lesser importance. As a result, using a compromising tactic often prevents the conflict from escalating to more dangerous levels.

According to Kreitner and Kinicki (1998), compromise should involve a reasonable amount of self- and other-care. This supports Shani and Lau's (2000) claim that compromise reflects a synthesis of the two modes and entails reciprocal concessions from both parties. According to their explanation, in the compromise orientation, both opposing parties gain and forfeit what they desire. A compromise's fundamental restriction stems from the desire to arrive at a workable solution. Compromise becomes a band-aid that may prevent the original problem-solving. Although it might be necessary on occasion, compromise is not considered the ideal way to resolve disputes. By using this approach, the organisation may not arrive at a resolution that best helps it achieve its objectives; instead, it will settle on a solution that both parties can accept.

The conversations make it evident that several processes or strategies have been put in place to either manage or resolve organisational conflicts. Conflict can be managed or resolved, a significant theme that runs through all the tactics. When management is the goal, it is presumed that either the conflict is not amenable to resolution or that a temporary cessation of

hostilities is the most preferable alternative in the current situation. Finding a long-term resolution to the issue is the goal when selecting resolution procedures.

The review clarifies another participant's point by pointing out that the numerous techniques suggested involve different steps in each strategy. In other words, conflict resolution techniques are frequently described as a process with multiple steps. Conflict resolution or conflict management does not have a single, easy process. This suggests that a series of connected, well-defined, and consistent steps is recommended to resolve any disagreement. Likewise, the various plans of action are not antagonistic. Many of the techniques we have covered share the same approach and material. For instance, several of the phases in Rahim's (2002) conflict resolution techniques are similar to those advocated by Nnadi (1997) and other people.

Some components work in concert, reinforcing one another. The mechanisms aimed at reducing conflict, and the optimal strategy, depend significantly on the type of conflict, its origin, the people involved, the circumstances under which it arose, and organisational aspects. In light of the principles outlined for the different techniques, this study will investigate conflict management mechanisms. Documenting how people and administrators in the chosen public institution handle conflict is a crucial component of this study. There is a desire to identify and develop both solitary and group tactics.

2.8 Theoretical Framework

Creswell (2009) asserts that the theoretical framework is any empirical or quasi-empirical theory of a particular or psychological process at a range of levels that can be used as a "lens" to explain the phenomenon. As a result, a theoretical framework is a set of connected ideas, models, or concepts that guides the researcher in deciding what to assess. To explain the types of conflict in public universities, there are numerous conflict theories. Social conflict theory guided the study's framework. Staff disagreements at the university have been related to the theory's focus on specific concerns; hence, it was chosen. Midway through the 19th century, Karl Marx developed the Social Conflict Theory. According to this view, conflicts between opposing groups arise from human behaviour. Two main social groups, a ruling class and a subject class, are thought to exist in all stratified cultures (Anderson & Taylor, 2009).

The subject class is exploited because the ruling class enjoys owning and controlling the means of production. Between the two classes, this has led to a fundamental conflict of interest. The struggle over valuable resources among different social groups is described by social conflict theory (Aghababa, 2011). It views society as an environment where disparity breeds conflict and social transformation (Macious & Gerber, 2011). Given that the university system is divided into units that adhere to the superior-subordinate relationship canon, this theory is most pertinent to the subject at hand.
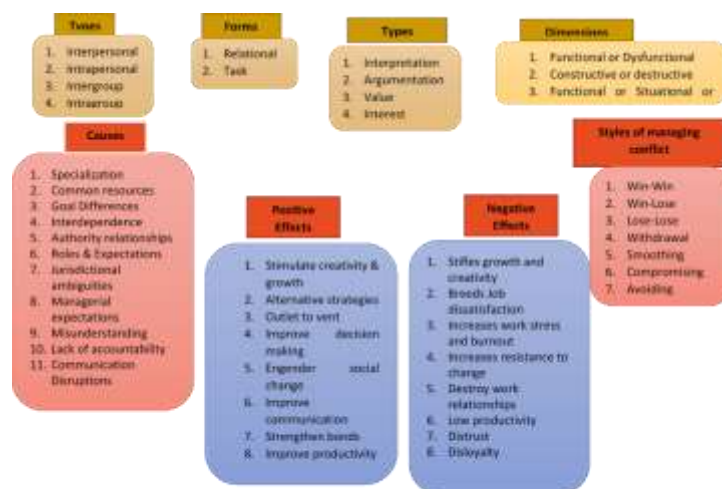

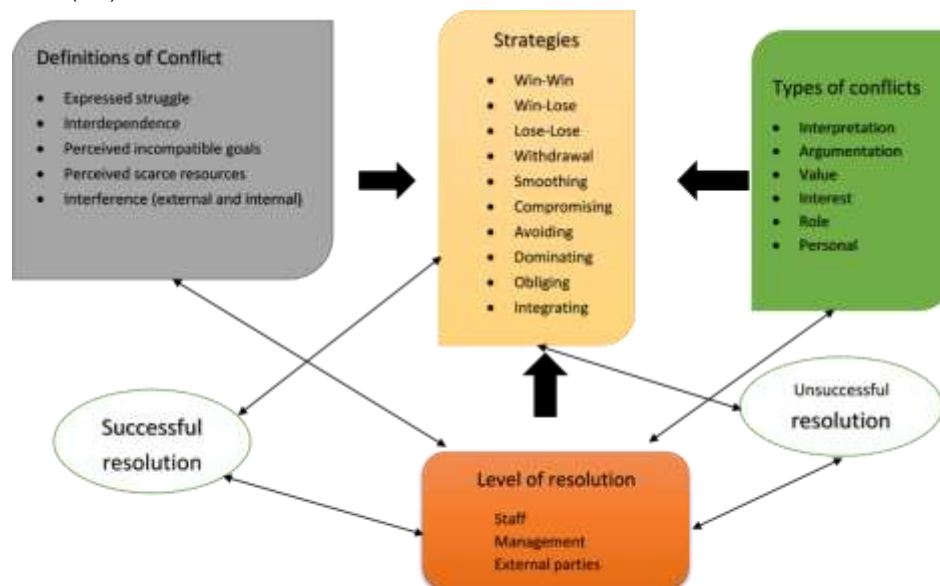Figure 2.1: Summary of Main Issues in Review

Fig 2.2: Conceptual Framework on conflict and management strategies
Source:

3.0 METHODOLOGY
3.1 Introduction

This chapter presents the study's methodology. The credibility of research findings and conclusions broadly depends on the quality of the methods. The chapter thus outlines the study design, sampling, instruments used to collect data, the type of data and data sources, the description of the study population and the unit of analysis, how data were analysed and interpreted, and the presentation of the results. The chapter also addresses the ethical issues and limitations of the study. This study explores conflict management strategies in UBIDS. It uses a qualitative research design, focusing on interviews and group discussions.

3.2 Philosophical worldview

Various philosophical traditions, often called worldviews or lenses, are dominant in the subject of social science. These worldviews are significant because they influence how research is conducted, according to Creswell (2009). The positivist, interpretivist, pragmatist, and critical thinking traditions are the four prominent worldviews present in current literature. Each of these traditions has underlying presumptions, viewpoints on the research methodology, the researcher's function (including issues of value), the purpose of research, and what knowledge and objectivity are (Saunders, Lewis and Thornhill, 2009). For instance, the positivist school of thought holds that knowledge can only be acquired through the senses (empiricism). As a result, anything that cannot be shown, quantified, or demonised is disregarded by the empiricist as knowledge (Babbie & Mouton, 2004). On the other hand, the interpretivist school assumes that individuals constantly interpret, create, and provide meaning, defining, justifying, and rationalising their activity. They do not see any similarities between social processes and natural occurrences. The social sciences should create their own distinctive logic in light of this (Creswell, 2009; Saunders et al., 2009).

The heritage of pragmatism provides the foundation for this argument. The words "practical" and "practice" derive from the Greek word "pragma," meaning action, according to Blackburn (2005). The pragmatist research philosophy emphasises the search for solutions to problems. As a result, it lacks a precise methodology and instead uses whichever approach could be most effective given the circumstances. To identify solutions that improve comprehension of the subject under study, the researcher focuses on the issue at hand and employs all available methodologies. The researcher used both positivist and interpretivist methodologies by adopting the pragmatist philosophical tradition for this thesis, which was considered significant.

3.3 Research Approach and Design

Babbie and Mouton (2004) posited that quantitative research designs are a broad category of social research approaches, with a focus on quantifying constructs and controlling for sources of error in the research process. Qualitative research, on the other hand, is a generic research method in social research, in which the research takes as its departure point the insider perspective of the social actors themselves. The research approach adopted in a given study is informed by the philosophical tradition underpinning it, which, in turn, informs the specific research design to be embraced. In line with the underpinning philosophical worldview, this thesis adopted a mixed-methods research approach. According to Creswell and Creswell (2018), mixed methods involve combining or integrating quantitative and qualitative research and data in a study.

Research design is a plan or blueprint of how you intend to conduct the research, as espoused by Babbie and Mouton (2004). Creswell (2009) similarly asserted that research design is the logical sequence in which the study is to be carried out, as well as the elements of the study, its methods of data collection and analysis and all administrative procedures necessary for the accomplishment of the study. Several mixed-methods research designs have been outlined in the literature, including convergent sequential, explanatory sequential, and exploratory sequential designs. Each design has its own data-collection method. Given the study's objective and research philosophy, a convergent sequential design was adopted. This enabled the researcher to generate quantitative and qualitative data simultaneously in the study.

3.4 The study area

UBIDS was chosen as the research location because it is one of the country's newest universities, even though it inherited an old faculty that had moved from the University for Development Studies. Since its inception, it has conducted its own internal hiring of fresh employees from various institutions around the nation and abroad. Because the cultures of the new and old universities may differ, there is a chance that conflict manifestations will be more evident within the institution. This is because individuals who have been with the institution for a long time may have imported unsolved problems from the inherited UDS into UBIDS.

In addition, members of the university system would be more aware of their rights and privileges and would work to defend them at the first sign of trouble. Additionally, there is a propensity for conflict to develop among the "hybrid" staff members due to their actions and inaction. UBIDS has experienced a variety of conflicts despite being a young organisation by statute. Between the personnel and management, there was recently controversy regarding, among other things, job descriptions, promotions and upgrades, and staff relocation to the Controller and Accountant General Department. This makes UBIDS appropriate for a study focusing on conflict management techniques.

3.5 Target Population and Selection of Participants

This thesis targeted the university's Senior Members, Senior Staff, and Junior Staff. The target population is generally construed as the population the researcher wants to study. Louise Barnsbee (2018). In line with the study's objective, these categories of staff from the selected institution were considered appropriate.

Sampling Technique

The study recruited 25 participants and worked with them. The sectional heads or representatives of the seven (7) Faculties/Schools, Academic Affairs, General Administration, Human Resources, Finance, Audit, Procurement, Estate, and Registry) were all randomly selected. In addition, 10 other staff were selected purposely. In the researcher's view, information relevant to the subject matter could only be obtained from this category of staff. During data collection, it was realised that the sample was fairly representative. Also, the study reached saturation, as participants gave virtually identical responses. A saturation point is construed in this study as a situation in which the information gathered from additional participants added no value to the existing information. In other words, when no new information generated from newly recruited research participants or interviewees was considered relevant. In the view of Sarantakos (2005), large samples do not necessarily guarantee higher precision, validity, or success in general. According to Sarandakos (2005), the quality of research depends on several factors, such as the underlying methodology, available time and resources, homogeneity of the

target population, the study's purpose, and the sample size. For him, however, the focus of relevant estimations varies significantly.

A wise rule, according to Sarantakos (2005:170), is that the sample must be 'as large as necessary, and as small as possible'. The selection of the combined 25 participants was considered sufficient for the study. It should be noted that participants were grouped into three strata: senior members, senior staff, and junior staff. They were further categorised into three broad units, namely academic staff (10 participants), administrative staff (10 participants), and junior staff (5 participants).

3.6 Sources of Data

The researcher used two types of data sources: primary and secondary. Primary data constitute the first-hand information generated by the researcher. Secondary information was obtained from journals, articles, and internet sources relevant to the topic.

3.7 Sources and Methods of Data Collection Techniques/Instruments

According to Twumasi (2001), researchers should use a variety of sources, methods, and procedures to gather, validate, and spot data inconsistencies. The interviewer-administered questionnaires were used as the primary mode of data collection in this approach. According to Saunders, Lewis, and Thornhill (2009), this strategy enables a researcher to ensure that the respondent from whom data are gathered is the one who was actually selected for the study. These authorities claim that this strategy improves data accuracy. The questionnaire consisted of both open-ended and closed-ended questions. All selected participants were informed of the interview date and time. Besides, secondary information generated through the critical review of journal articles, official reports, and websites was utilised to complement the primary information. This ultimately helped the researcher to gather a broad range of information that presented a holistic picture of the problem, which mooted the study.

3.8 Data Analysis

According to Babbie and Mouton (2004), we interpret the collected data to draw conclusions that reflect the interests, ideas, and theories that initiated the inquiry. This, however, depends upon the objectives of the study and the nature of the information gathered. In this thesis, qualitative data were analysed thematically. Interviews recorded with an audio device were transcribed, carefully edited and categorised in line with the objectives of the study. Descriptive statistics were employed to make sense of the quantitative data. The Likert scale was employed to probe into quantitatively generated information. Tables and charts were used in presenting the information where necessary. The two sets of information - primary and secondary, and quantitative and qualitative information were integrated during the data presentation and discussion section with the view to making sense of the problem occasioned by the study. This helped the researcher to highlight useful information and draw relevant conclusions as espoused by Ader (2008).

3.9 Ethical consideration

Because people are used as subjects in social research, care must be taken to uphold their rights throughout the investigation (De Vos, 2002; Babbie & Mouton, 2004). In accordance with ethical considerations, the researcher first obtained the respondents' permission. To ask the chosen respondents the questions, a request for an introduction letter was made to the university. Participants received guarantees about their privacy and the anonymity of the information they shared. They were warned not to use their names or any other identifiers that would make them known to a third party. They were informed of the recording device's function during the interview.

4.0 RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents results and discussion from the study. Critical among the issues presented and discussed included the biographical information of the participants. The various issues related to the objectives of the study notably; types and causes of conflict among staff of UBIDS, effects of conflict on staff performance, conflict management strategies adopted and their

effectiveness, were the prime interests of discussion in this chapter. Out of the targeted number of 28 participants who were initially contacted for the study, 25 actually volunteered to participate in the interviewing session comprising 15 males and 10 females. This gives a response rate of 88%. Three participants declined to be interviewed. The researcher respected their rights, and thus, did not exert any pressure on them to rescind their decision not to participate.

The study made use of combined participants of 25 comprising 10 teaching staff and 15 non-teaching staff. In order to make a fair judgement, the researcher took into consideration the responses of the 25 participants on the various questions raised in the study. Given the similar responses from the participants, in the estimation of the researcher, the objective of the study was addressed. The researcher was therefore convinced that the absence of the three participants in no way affected the credibility of the data obtained from the majority (25). Where necessary, tables were used in presenting the results.

4.2 Demographic information of the participants

The demographic data of the participants which were of concern to the researcher included age, gender, position held, duration of service and academic qualification. The reason for this aspect of the analysis was to determine the caliber of people who participated in the study in order to make a fair assessment of their views on conflict management strategies in the university.

4.1.1 Age distribution of the participants

With regard to the age of the participants, the study found that 10 (about 45%) were between the ages of 30-39 years, further seven (about 32%) of them were between the ages of 40-49. The age bracket of 50-59 years registered the least participants of 5 (23%). The study revealed that none of the participants was below 30 years. The youngest participants was 31 years with the oldest being 52 years. The findings suggested that the participants were relatively old enough and understood the key issues which triggered the study.
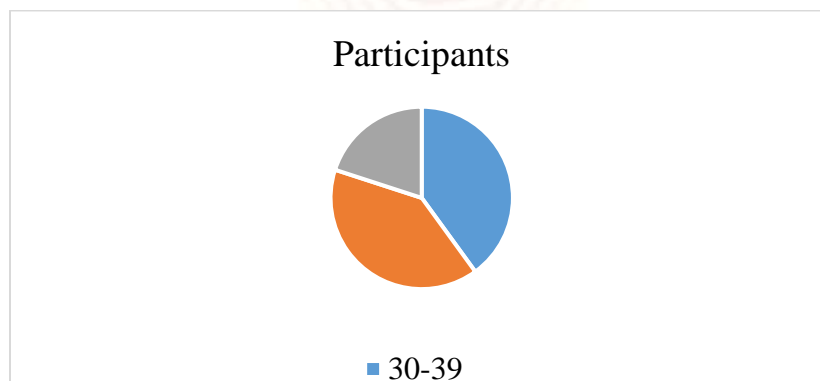

Figure 4.1: Age Distribution of the participants
Source: Field Data, 2025

2.1.2 Gender distribution

Marfo (2019) in his study revealed that social conflicts cut across gender boundaries and in view of this, the resolution of conflicts, should be seen as the product of both males and females. Getting the views of both males and females in this thesis was considered critical. The study found that out of the entire 25 participants, males were 15 while females were 10. Though the sample was skewed in favour of males, yet the findings showed that females were fairly represented. A check from the university revealed that, male workers outnumbered that of females. This finding agreed with the UBIDS VC Report (2021) which indicated that male workers were 30% more than that of females.

The findings from the current study buttressed Banji's (2014) work on management of staff conflicts undertaking in University of Cape Coast. His found that males were more than the females. A similar study conducted by Sarpong (2018) on the influence of conflicts on the management of Senior High Schools equally found that males were more than females. While

these findings raise issue of gender equity in the Universities, this may not be strange in terms of male dominance in leadership, conflict and conflict resolution as in Ghana (Odotei, 2006)

4.1.3 Working experiences with the University

Virtually, every conflict has a history which requires some level of knowledge in terms of their resolution. In a study of this nature, it was considered necessary to establish the working experiences of the participants with reference to the university systems. As earlier hinted by Einstein (1954), experience is a critical source of knowledge. The study revealed that 15 (60%) participants had more than 10 years working experience with the University system. Further five 5 of the participants had four years working with the university. Another five (5) had barely two years University working experience, though they had working experiences with other establishments before joining the University. The findings implied that different categories of workers with diverse experiences may have various levels of knowledge of conflicts in the University and their management strategies, all things being equal.

Table 4.1: Working experiences of the participants

Length of Service	N	%
10 years and above	15	60
Four years and above	5	20
Below two years	5	20
Total	25	100

Source: Field study, 2025

4.1.4 Highest academic qualification.

Knowledge acquired through formal education is significant in the development of human society. The study found that five (20%) of the participants had terminal degrees (PhD). Further 15 had Master's degree with another five holding Bachelor degrees. In the University practice, 'Senior Members' category are those who acquired higher degrees - MA, MPhil and PhD. They form the academic and top administrative staff. The Senior Members and Senior Staff categories had 10 participants respectively. Only five participants were Junior Staff. For the teaching staff, Master of Philosophy (MPhil) is considered as the minimum requirement. However, for non-teaching staff, Master of Art and analogous qualification is the stipulated requirement to become a Senior Member as hinted an administrator. The findings suggested that at least all the participants had acquired tertiary certificates and had gone through some form of rigorous training and knowledge acquisition. This was considered important for the study. In the judgement of the researcher, all the issues raised were within the understanding of the participants. Table 2 shows the results on participants' qualification.

Table 4.2: Educational Qualification of participants

Highest Qualification	N	%
Bachelor Degree	5	20
Master's Degree	15	60
PhD or terminal degree	5	20
Total	**25**	**100**

Source: Field Data, 2025

4.3 Types of conflicts in the institution

This section sought to explore the types and frequency of conflict occurrence in the University. Four broad types of conflicts were outlined by the participants as captured by Table 4.2 below.

Table 4.3: Types and frequency of conflicts in UBIDS

Statement	Very often	Often	Seldom	Never
Interpersonal	8 (32%)	6 (24%)	7 (28%)	4(16%)
Intrapersonal	7(28%)	9 (36%)	5 (20%)	4(16%)
Inter - groups	9 (36%)	7(28%)	3(12%)	6(24%)

Inter- Faculty	10 (40%)	4(16%)	6 (24%)	5(20%)

Source: Field Data 2025

Table 4.3 reveals that eight (32%) of the participants reported that interpersonal conflict (conflict between individuals) often occurs among the staff of the University. The findings showed that in aggregate, 14/25 participants were of the view that interpersonal conflicts occur either very often or often as opposed to an aggregate of 11 participants who opined that interpersonal conflicts seldom or never occur in the institution. Since the University is made up of people from different backgrounds - different beliefs, norms, values, attitudes and goals, such differences could serve as a source of conflict.

This notion was supported by Schnake (2017), who noted that interpersonal conflict might result from personality characteristics, disparities in fundamental ideas and values, or conflicting aims. The outcome also supports the findings of Filippo and DeWaal's (2000) study, which indicated that interpersonal conflict arises when two people have opposing demands, objectives, or strategies for their relationship. Their research found that interpersonal conflict in organizations is frequently a result of communication breakdown. They recommended that developing communication skills be beneficial in preventing and resolving such issues. According to a previous study by Rao et al. (1987), the most frequently mentioned causes of interpersonal conflict are personality conflicts, conflicts of values and interests, perceptions, power and status imbalances, and a lack of resources.

Research revealed that one of the most common types of conflict in the institution is intrapersonal conflict. It is reasonable to assume that certain members of the workforce experience intrapersonal conflict given that it is frequently hidden or subdued. Seven (or 28 percent) of the interviewees said that intrapersonal conflict, or conflict within the individual, happens frequently among employees. About 20% of respondents said that staff members rarely have interpersonal conflict. 16 percent of respondents disputed, nonetheless, that there is staff friction of this nature. Overall, 16 individuals either claimed that intrapersonal conflict happens frequently in the institution or that it does so frequently. Contrarily, nine people in total said that they experienced intrapersonal conflict infrequently or never. But the results imply that there might be greater intra-personal conflict among the workforce. In order to effectively manage disputes inside an institution, management must look beyond the problems that are immediately apparent and address more subtle concerns that may not always be visible to the public but still harm people.

When participants were asked to express their opinions on the frequency of intergroup conflicts, which were defined as disputes between workgroups or teams at the university, their responses showed that 36% of them thought that staff members experienced intergroup conflicts frequently. Approximately 28% of those polled claimed it happened rarely, and 16% said it never happened. Intergroup conflict is one of the most common types of conflicts in the study locality, according to the data. This supports the findings of a 2015 study by Kreitner and Kinicki that conflict is a given in organizational settings because of in-group thinking. According to Forsysth (1999), social categorization enables individuals to tell one member of their group apart from another. As defined by Brown (2020), in-group members may harbor biases or prejudices against other groups. According to Brown (2020), this causes members of one group to contest the beliefs, values, and social mores of another, which frequently leads to disputes between members of different groups. In the case of UBIDS, the division of the staff into several sections and units encourages the staff to cultivate the "we-feeling" that unites group members. However, too much cohesion can lead to group thinking since the urge to get along overrides critical thinking.

Table 4.3 shows that 40% of participants felt that staff members commonly engage in inter-faculty conflict (conflict between faculties). However, around 42% of the participants said that staff disputes inside the faculty happen infrequently, and 20% said they never do. The conflict types that are least common in the study, according to the emerging picture, are inter-faculty disputes. A total of 10 participants said that inter-faculty conflicts happen frequently or frequently, whilst another 11 participants said that the university's personnel encounters inter-faculty conflicts infrequently or never. Conflicts in organisations can take many different forms, according to the study's overall conclusion. The degree to which these conflicts can be managed effectively will depend on how well they are understood. The development of quality teaching and learning in any academic institution depends on having a solid understanding of the factors that

lead to these conflicts and the complexities they provide. As suggested by Marfo, the presentation demonstrated that categorizing conflict into different forms is a matter of choice rather than a rule (2010). The reality is that there are numerous confrontations on campus, ranging in severity. Organizations are rife with conflict, and the majority of them start to perceive conflict management as their primary concern, according to Cowan (1999), who concluded.

4.4 Main causes of conflicts in the Institution

Research question two concerned itself with the causes of conflicts in the study institution. The argument stated by Stone (1999) that conflicts do not start without cause and they do not dissipate until the cause is addressed may help to explain why it is important to identify the reasons of these conflicts. In this context, Rothman (1992) asserted that a false assumption of the origin of a specific conflict may result in a resolution that never materializes. He pointed out that when symptoms are treated rather than underlying causes, wounds may not heal. Thus, the success of our endeavor to resolve a particular issue depends on how well we are able to pinpoint its root cause(s).The participants identified various causes of the conflicts in the institutions as captured by Table 4.3

Table 4.4: Causes of Conflicts in UBIDS (Multiple responses)

Causes of Conflict	SA (%)	A (%)	D (%)	SD (%)	U (%)	Total (%)
Communication barrier	10(40%)	6(24%)	4(16%)	3(12%)	2 (8%)	100
Spreading of false information about colleagues	11(44%)	5(20%)	6(24%)	2(8%)	1(4%)	100
Dependence on Scarce resources	9(36%)	4 (16%)	5(20%)	4(16%)	3 (12%)	100
Unfair treatment of staff	7(28%)	5(20)	6(24%)	4(16%)	3(12%)	100
Favouritism / Tribalism	11(44%)	5(20%)	4(16%))	2(8%)	3(12%)	100
Limited Resources	17(68%)	3(12%)	3(16%)	1(4%)	1(4%)	100
Task interdependence	9(36%)	7(28%)	4(16)	3(12%)	2(8%)	100
Poor reward system	8(32%)	5(20%)	4(16%)	3(12)	5(20%)	100
Mounting of academic programmes	7(28%)	6(24%)	5(20%)	4(16%)	3(12%)	100

Source: Field Data, 2025

Table 4.4 shows that communication failure is one of the major causes of conflict among the staff. About 40% of the participants strongly agreed that communication failure is a source of conflict, 24% agreed, 16% disagreed, and 12% strongly disagreed. About 8% were undecided on the issue. This means that the greater portion (16/25) of the participants either strongly agreed or agreed to the assertion that communication failure has been a major cause of conflict in the University. This supports Schnake's (2017) claim that conflict is a result of a lack of communication between groups or people that represent different structural levels in an organization. He argues that misperception and mistrust can arise when individuals or groups lack knowledge about other individuals or groups. Misunderstanding and mistrust are thus common causes of conflict. Anstey (1999) previously made the implication that people turn to fabrication and guessing in the lack of trustworthy information, which can lead to conflict situations.

As noted by Marfo (2010), this is frequently made worse by the fact that various people perceive facts differently depending on their requirements, while others similarly manipulate information to further their own goals. This idea was further backed by Kreitner (2000), who claimed that because communication is a difficult process afflicted by many obstacles, these obstacles frequently lead to conflict. If two-way communication is hindered, understanding another individual or group is difficult. This means that the struggle for plain communication will never be won.

The dissemination of inaccurate information about fellow employees is another reason why there are disputes among the workers. The participants' responses were as follows: 44 percent highly agreed, 20 percent agreed, 24 percent disagreed, and 8 percent strongly disagreed. However, 4% were unsure about the assertion. These results showed that the majority of participants either strongly agreed with or agreed with the statement that the distribution of untrue information about co-workers is a major source of conflict in the university. If information lacks credibility and trust, it is assumed to be false. According to a new theory, false information about other employees tends to incite animosity, fabricated perceptions, and fury in people, which is a formula for conflict.

This result agrees with the 2013 research by Mensah-Bonsu and Efah. Their research showed that organisations with a history of spreading untrue information about other employees do not value peace in any way and are akin to blackmailing. Both personally and collectively, lives may be negatively impacted by this. Twelve participants reported that some employees spend the majority of their working and meeting hours exclusively chatting with people who are not in their group. The truth is that some of these rumours are so damaging to the victims' reputations.

A participant has this to say: *"I have heard so much falsehood peddled against me by my colleagues." Academic institutions are created to help bridge differences and pull down walls that tend to divide people. However, in our case, the situation is different. How can we live and work in harmony when others are only seeking the opportunity to destroy hard-won reputation?'*

Responding to the statement that dependence on scarce resources is a source of conflict, 36% of the participants strongly agreed, 24% agreed, 20% of the participants disagreed while 16% strongly disagreed, and 8% were undecided. Thus, the majority (88%) agreed that dependence on limited resources is a source of conflict among staff. The clear picture is that there is a tendency for win-lose outcomes when there is rivalry for scarce resources like money, promotions, labor, equipment, and facilities. This finding is consistent with Schnake's (2017) research, which identified competition for few resources among individuals and organizations as a key factor in the emergence of conflict. According to his research, workers make sure that the other side gets less when they believe there is only one option to obtain more of a scarce resource. Such perceptions undoubtedly create conflict, according to Schnake (2017).

This conclusion supports McShane and Glinow's (2004) contention that conflict arises when one party believes that the interests of the other party are being contested or negatively impacted. Aggressive feelings are brought on by perception toward the other party. According to Owens (2011), when an organization's resources are insufficient to meet the needs of the sub-units to complete their task, competition for finite resources arises. Organizations and people competing for the largest possible share of the resources at hand may fail to cooperate. In this context, resolving conflict brought on by competition for scarce resources may be possible through effective resource allocation.

Another factor contributing to tension in the field environment was unfair treatment of the personnel. 28 percent of participants highly agreed, 20 percent agreed, around 24 percent disagreed, 16 percent strongly disagreed, and 12 percent were unsure about this claim. Most of the participants agreed that treating employees unfairly leads to conflict among employees. The results demonstrate that when employees believe they have been treated unfairly, their behavior may have a conflictual impact. This claim is supported by Mullins (2016), who noted that conflict may result from a person's sense of unfair treatment, such as when personnel rules and procedures or reward and punishment systems are in place. According to the equity theory of motivation, a person will be motivated to act to correct injustice through affecting others, the speaker continued. There are two possible outcomes for perception. Constant communication, briefing, and the institution's application of the equity principle could all contribute to reducing conflicts brought on by perceived unjust treatment in this area.

About 44 percent strongly agreed, 20 percent believed that favoritism and tribalism might lead to conflict. Regarding this remark, 16% disagreed, 8% strongly disagreed, and 3% were unsure. According to the report, favoritism occurs when university top management places an excessive amount of emphasis on the interests of employees from a certain group. Participants (9/25) reported that this breeds mistrust and resentment among university employees.

Participants believed that, in most circumstances, this compromises work and results in subpar performance.

A poor rewarding system was also considered as a cause of conflict among staff. About 32% strongly agreed, 20% agreed, 16% disagreed, 12% strongly disagreed, and 2% were undecided on the poor reward system as a cause of conflict in the University. According to the investigation, most respondents felt that the University's ineffective reward system could be a cause of employee conflict. It is possible to conclude that incentive structures like promotions and upgrades that reward disruptive behavior are a sure fire way to instigate conflict among university staff members. This supports Champoux's (2016) study, which discovered that an organization's reward structure is a key contributor to latent conflict.

He came to the conclusion that reward structures that encourage contradictory and incompatible behavior encourage workplace conflict. Other cause of conflict among the staff as indicated by participants was the high task interdependence among staff. About 36% of the participants strongly agreed, 28% agreed, 16% disagreed and 12% strongly disagreed, whereas 8% were undecided on this assertion. Thus, most participants contended that task interdependence among staff and departments could be responsible for staff conflicts. This supports Stoner (2018) who indicates that work interdependence exists when two or more units depend on each other to complete their respective tasks. In such cases, the likelihood of a high degree of conflict or friendliness crops up depending on how such a situation is managed. McShane and Glinow (2014) work found that the higher the level of task interdependence, the greater the risk of conflict in an organization because there is a greater chance that each side will disrupt or interfere with the other side's goals.

Universities are places of academic excellence, mainly due to the various programmes they offer. This study found that the mounting of programmes by departments has been one major cause of differences among the staff. About 13 participants in aggregate either strongly or very strongly agreed to this assertion. According to these participants, the issue as to which department owns what programmes has created disaffection among some staff of the University. The projected view is that harmonization of courses could help address this challenge and at the same time promote efficient use of limited human resources.

The foregoing discussions and findings suggest that various conflicts may have their triggers or causes. In this regard, a thorough conflict analysis will help identify these sources to enable effective intervention. As Rothman (1992) earlier signalled, a defective analysis of the cause of a particular conflict may lead to a premature resolution. The findings also indicate that a given conflict may have several causes making the resolution of conflict a very difficult social enterprise. This also means that care must be taken in examining the cause(s) of conflicts in an institution of higher learning.

Probing further, some participants (8/25), indicated that that these conflicts manifest as the result of a delay in processing promotion documents. Participants (9) also indicated that when people are denied positions that are due to them, conflict can easily be manifested. Differences in goals and plans for allocating resources, misconceptions and inconsistent application of institutional regulations, power struggles and personal resentments are all possible ways of conflicts manifesting in the University as asserted by 12 participants.

Seven participants were of the view that tribal, religious and regional base interests as the specific ways by which conflict emanates in the University. Some participants (4/25) purported that the staff from other regions should occupy higher positions in the University to prevent indigenes from occupying Deanship positions. In responding to this allegation, the participants (senior members) said that management should not take a side on the issue. They rather admonished management to work hand in hand with all staff to ensure coordination and co-existence of all staff concerns. Also, the sensitive nature of this purported allegation has serious repercussion on the institution.

A participant has this to say; (SM) *"There is no conflict without a root course. Management should get to the root cause of this allegation and find amicable solution to prevent future occurrence of a similar issue in the University." (Senior Member)*

4.5 Principal actors in these conflicts

Conflict in the university setting is an intrinsic constituent of academic life and may happen on the performance daily duties. Participants were asked to identify the actors of the

conflicts in the study university. They mentioned management, students and staff as notable conflict actors on Campus. From the field, 20% of the respondent said that the Registrar was the main contender of conflicts in the institution. The respondent claimed that the office of the Registrar was not firm in giving equal opportunities to all staff.

One participant recounted that; *'Some people in Management Positions are not firm and as such they allow other staff to manipulate them. Although they have powers vested in them by the University structures, they do not use them. This does not promote smooth operations of the university. (Academic Staff)*

Collaborating this assertion, another participant remarked: *'As management of the University, they should treat staff fairly to create room for equal opportunity for all staff. .. We need to grow and not stagnate as a new university. The University has all the human resources to uplift the University into a new direction"* (SM)

Further 15% of the participants believed that the University Council is an actor in the various conflicts in that it is not strict on enforcing its own rules and other issues to ensure sanity and order in the University notwithstanding its mandatory powers. The participants cited the issues of non- voting on sole contestants by senior members for Dean and Vice Dean positions as a case in point. Less than 10% claimed that the Vice Chancellor has become an actor in the various conflicts due to his lack of a clear focus for the University. The participants were of the view that the interest of the Vice-Chancellor is on personal benefit to the neglect of the welfare of the staff, especially, that of the academic staff.

A participant stated this: "*Every good leader aspires to train and develop the skills of the employees to achieve a better result for the organization. I can tell you the story is however, different with our current management''. (SAA)*

The Vice Chancellor and the Registrar were cited as major actors in the conflict occurring on the Campus. Given the sensitive role of these personalities, there is no way by which they could remain as neutrals in matters affecting the growth and development of the University. As and when individuals and collective groups may have their academic and personal development needs unmet, it is likely that these two office holders will be accused. Other 64% identified individual staff members (academic and administrators and other workers) as actors in the conflicts experienced in the University. The participants indicated that conflict is an inevitable part of human life and for that matter, no worker of an establishment can claim to be a neutral conflict actor.

The findings indicated that the identification of conflict actors may depend upon the conflict environment. They also suggest that to every conflict situation, there is an actor who might have either initiated the conflict or roped into the conflict as it escalates. Knowing the conflict actors and their interest is thus, one surest way of addressing a given conflict. This necessitates a detailed conflict scrutiny. According to Abdul-Ghaffar (2019), conflict is a necessary and inescapable aspect of human connection because there is a chance that there will be personal preferences. Conflicts result from agreements and disagreements among employees and groups. As a result, how the actors in a conflict conduct it may influence how it turns out. It could be concluded that the University like other human organization, is prone to conflict, and that the nature of the conflict may depend upon the strategies used by the actors.

4.6 Effects of conflicts on staff performance

Teaching and learning are the core mandates of the University; hence, this should not be affected in any way possible to avoid any misunderstanding. In an interview on how conflict affects staff performance, especially teaching and learning in UBIDS, some participants (8) from the senior members' category were of the view that conflicts demotivate individuals and groups and lead to apathy and low commitment to work amongst the affected staff. Participants stated that when this occurs, it creates friction among employees, slows the University's progress, and demotivates staff members from putting in extra effort. The results are consistent with the claims made by Huczynski and Buchanan (2001), Robbins (1997), and Nelson and Quick (2000) that

poorly handled conflicts negatively affect both the organisation and its members. They claim that dysfunctional disagreement diverts employees' attention from the tasks at hand to the disputing parties. It creates resentment, shatters social bonds, induces stress and terror, and eventually results in the destruction of the group.

Other participants (4/25) observed that the conflicts led to staff discord. They asserted that some groups of people receive better treatment than others. Although conflict might result in apathy, several participants noted that it can also have positive benefits on institutional growth in general. They said that disputes give people the chance to assert their claims or rights. 20% of the senior members raised the possibility that disagreement might enhance productivity, peaceful coexistence, and growth. They claimed that because of the negative consequences, conflict might catalyze finding remedies to the system's inherent flaws. The results imply that, if handled properly, conflict can lead to a comprehensive strategy for resolving issues affecting the staff and the institution as a whole.

Results from the interviews conducted with some heads of departments (4) revealed that the adverse effects of conflicts such as late submission of examination results; creation of tension among staff members, delays in students' graduation, if not deliberately and concertedly addressed could affect the overall goal of the institution. In furtherance, of the study, the study sought to establish the nature of the conflicts witnessed in the institution. The majority of the participants (18/25) said that they were non-violent and not too bad. They added that these are agitations due to unmet expectations; they are non-violent conflicts, only that they restrict the individual from performing their duties.

Therefore, if these conflicts are not checked and managed correctly, they can be destructive as they may negatively affect parties. These affected parties may then see themselves as enemies, which will impede the official working relations. This is Unpleasant for the University community for sound academic work. Only 12% of the participants believed that conflict situations in this institution are highly pregnant and will deliver premature babies if measures are not put in place to curtail the conflict situations. Participants averred that it would escalate to violence in a time to come looking at most of the aggrieved staff and what is likely to happen. Some of the participants revealed that non-implementation of the University statute, staff welfare, communication gap, promotion and upgrading of staff, power struggle, regionalism and religious-based conflict, job description and misunderstanding of duties between sections heads and Faculties Officers were breeding intractable conflict incidences.

One of the senior staff explained that; *"There seem to be difficulties in the implementation of the university statutes. They also insist we pay our own welfare which is not the practice of other universities. There seems to be communication gap too as most information about the activities of the University are not communicated to the entire university body but rather shared among senior members". (SAA).* The information gathered confirmed that inefficiencies in information flow bring about conflicts. This is supported by a comment made by one of the staff: "*the University has structures for ensuring smooth flow of information to staff in the University by making sure that activities in the institution should be communicated through the laid down procedures but it appears these structures are not functioning. Information goes in and out without staff knowing what is happening in the University".* (Senior Admin Assist.)

Another participant recounted as; *"To be frank such situations creates tension and makes some lecturers and other staff feel not belonging or less important in the university"* (SM)

The emerging theme is that information sharing is key to ensuring effective interaction in the system. The University's structures should ensure that information flows from top to bottom and vice versa, keeping staff informed about current developments in the institution. This finding is consistent with the work of Miklas and Kleiner (2003), which found that educational institutions are "a perfect breeding ground for conflict." Conflict is, thus, unavoidable in institutions of higher education. Moreover, the University, as a system, has different categories of workers across academic disciplines, who work together to achieve the institutional goal; therefore, conflict is anticipated. From the evidence gathered, it could be said that the adverse effects of conflicts could serve as a food for thought to help the institution identify its weaknesses and take pragmatic steps to correct them, with the view to improving the performance of lecturers

and students. The presence of conflicts signals the need for an effective and equitable distribution of resources and opportunities among the faculties and departments.

4.7 Conflict management in UBIDS

The most recent management literature has offered a range of dispute-resolution methods. According to Thomas and Schmidt (2016), there are many techniques for managing conflicts, including competitiveness, avoidance, compromise, accommodation, and collaboration. These strategies centre on three interactive conflict-resolution techniques, which can be divided into three categories: lose-lose, win-lose, and win-win. These methods were outlined in the instrument so participants could answer questions about how frequently they are used in the study area. The participants' opinions on how often they used the discussed dispute resolution strategies are summarised in Table 4.4.

Table 4.5: Conflict Management in UBIDS

Conflict Management Technique	Very Often (%)	Often (%)	Some times (%)	Rarely (%)	Never (%)
Avoiding	8(32%)	6(24%)	5(20%)	4(16%)	2(8%)
Accommodation	7(28%)	5(20%)	6(24%)	3(12%)	4(16%)
Collaboration	9(36%)	6(24%)	5(20%)	2(8%)	3(12%)
Compromise	7(28%)	7(28%)	4(16%)	5(20%)	2(8%)
Competing	7(28%)	9(36%)	3(12%)	4(16%)	2(8%)

Source: Field Data, 2025

Table 4.5 reports on the conflict management techniques used by the staff. With regard to avoidance, which occurs when staff withdraw from discussing problems or keep their opinions to themselves rather than openly disagreeing with colleagues, 32% of the participants agreed they it employed very often. About 24% often use it, while 20% sometimes use avoidance, and 16% rarely use this technique. However, about 8% never accepted avoidance as a means of conflict management technique. This finding indicates that majority (76%) of the participants accepted avoidance as a conflict management technique. This supports Owens' (2016) claim that avoidance is helpful when it is unlikely that the conflict can be addressed and also when the concerns are not important enough to the parties to necessitate devoting the time and other resources to resolving them. This explains why the university personnel uses an avoidance strategy to handle interpersonal problems.

On the issue of accommodation, which is a situation where staff allow their colleagues to have their own way rather than jeopardizing their relationship. Thus, a staff may neglect their own concern to satisfy the other party's concerns. 28% of the participants stated they use it very often. About 20% often use this technique. However, 24% sometimes use this technique, 12% rarely use the accommodation, and 16% of the participants never use the accommodation as a technique for managing conflict. According to this finding, more than half of the participants usually use accommodations. Maintaining a positive working relationship between employees and their supervisors is the goal of the conflict management practice known as accommodation. This is in line with what Owens (2017) noted, saying that appeasement is the defining characteristic of accommodation and that the motivation for using accommodation must be linked to the desire to maintain a cooperative relationship with others, even to the point of some individuals sacrificing their interests.

With respect to the views of the participants on collaboration, also known as the cooperative approach, which tries to exploit the possible mutual gains of the parties in the dispute and views the conflict as a creative force pushing them to achieve an improved state of affairs to which both sides are fully committed, 36% very often use it. About 24% of the participants often use this technique and 20% sometimes use it, 8% rarely use it, and 12% never use this technique. This shows that the majority of the participants thought cooperation was one of the greatest ways to deal with conflicts. According to Fisher (2013), teamwork can enable parties in a dispute come to a compromise that allays their fears. The secret to teamwork is two distinct types of behavior. These include stating one's opinion as plainly as possible and paying

close attention to what the other side has to say. Additionally, when a disagreement results from a breakdown in communication, collaboration works best since it often exposes erroneous assumptions on both sides.

Out of the participants who expressed their views on the issue of compromise, which tries to gain partial satisfaction for all parties in the conflict thus, even if you do not agree with your management or colleague on an issue, you go along with suggestions from them. 28% stated they use it very often, further 28% also use it often, whereas 16% sometimes use it. A total of 20% rarely use this technique while 8% stated they never use it. From this analysis, it has been noticed that the majority of the participants making 72% of the total participants used for the study, used compromise as a technique to manage conflict in UBIDS. Perhaps this management technique is often used because it enables both parties in a conflict to satisfy some of their concerns. This confirms Schnake's statement that the premise behind compromise is that partial victory is better than winning nothing at all. This technique prevents conflict from escalating to a more perilous stage.

On the issue of competition which deals with achieving one's ends at the expense of someone else, the results of the study indicate that out of the total participants only 28% indicated that they very often use competition. About 36% often use it, 12% sometimes use it, 16% rarely use it, and about 8% indicated they never use it. Therefore, about 76% of the total participants accepted they used competition as a conflict management technique. From this analysis, it has been identified that participants see competition as a tool for managing conflict and thus leading to arguments among staff, agitation for promotion, recognition, and power struggle, and features of arguing and debating, using rank or influence, which forms the basis for this study.

The presenting issues suggest that various strategies are used to manage conflicts. The emerging picture is that the nature of the conflict may determine the approach that will be adopted. This also suggests that no matter how a given conflict may be, it could be addressed if the parties show commitment. This validates Salim's (2002) assertion that conflicts are a regular part of human society. They, however, become unfriendly when they assume an intractable spirit and travel along the path of destruction.

5.0 CONCLUSIONS

5.1 Introduction

This chapter contains three main parts. Part one provides a summary of the study, and the second part presents the conclusions from the study. The third part makes recommendations to be considered by the management of the university to improve their conflict management strategies

5.2 Summary of the Study

Higher Educational institutions are empowered and equipped to train people to meet the country's workforce needs. These objectives could only be realised if all the people came together to work. Conflict emanates in the process of interaction among workers. Nonetheless, teamwork is expected in order to achieve the ultimate goal of the institution. As people compete for positions, jobs, resources, power, and sometimes acknowledgement, conflict cannot be avoided. Within the workplace. What needs to be done is to determine how such pockets of conflicts could be handled in a more productive and beneficial manner. When conflict is not properly addressed, it is more likely to degenerate into negative. Therefore, it is imperative for the workforce within organizations such as universities to be equipped with the knowledge and skills on managing conflicts. On this basis, this study sought to explore conflict management practices in UBIDS.

5.3 Summary of Research Process

The study was explorative in nature focusing on conflict management strategies in University. Four main research questions guided it. The research questions sought information on (1) the types of conflicts confronted UBIDS, (2) the causes of conflicts among staff in UBIDS, (3) the strategies targeting the management of conflicts in UBIDS and (4) how conflicts affect staff performance in UBIDS. The research participants were senior members, senior staff and junior staff selected from various faculties/ schools and departments/units. Interviewer-

administered questionnaires were used to generate primary information and same were analysed thematically and descriptively.

5.4 Summary of Key Findings

5.4.1 Objective one: Types of conflicts confronted by UBIDS

The causes of conflicts in UBIDS as found in the study were grouped into four broad categories, namely: intra-personal, interpersonal, inter-group and interfaculty. Among these types of conflicts, inter–group and intrapersonal conflicts were reported to have either very often or often occur, with the least being interpersonal and interfaculty, which were either seldom or never recorded. Intra-personal conflict emerged when a staff is faced with the challenge of making a choice among a set of options that had good or bad outcomes. Issues related to wrong job description and unclear roles pertaining to their job brought about intra-personal conflicts. Prejudices or biases were found to have been the major trigger of inter-group conflict. The findings show that UBIDS is confronted with various types and forms of conflicts.

5.4.2 Objective Two: Causes of conflicts among staff in UBIDS

The study found nine (9) broad categories of causes of conflicts in UBIDS namely; communication barrier, spreading of false information about colleagues, dependence on scarce resources, unfair treatment of staff, favoritism/tribalism, limited resources, task interdependence, poor rewarding system and mounting of programmes. All these identifiable causes were found be of a major concern. The leading cause was favouritism/tribalism with the least being unfair treatment of staff.

Favouritism, as found in the study, manifested in top management's over-concentration on the interests of workers from a particular group. This as the study found creates suspicion and irritation among the workers. Management, students and staff were identified as major actors in the various conflicts on Campus. The revelation shows that various conditions in isolation or cumulatively, trigger conflicts in the study locality. This means that a systematic conflict mapping is required to help unearth these sources for active intervention.

5.4.3 Objective Three: How conflicts affect staff performance

Objective three sought the views of the participants on the extent to which conflicts affects staff performance. The study found that conflicts demotivate individuals and groups and leading to apathy and low commitment to work (8/25). It was also revealed that conflicts create tension and disharmony among staff members leading to late submission of examination results (4/25). The study further found that conflicts in the institution serve as a catalyst to finding solutions to the weaknesses inborn in the system thereby improving staff performance, peaceful co-existence and positive development. These forms of conflicts were found to have been generally non-violent in nature and not too bad (18/25). The key findings indicate that conflicts need not necessarily be negative and violent in educational institutions as argued by Kriesberg (1998). The implication is that more fruitful conflict management strategies are required to manage existing conflicts functionally without the recourse to violence.

5.4.4. Objective Four: Strategies targeting the management of conflicts in UBIDS

Critical conflict management strategies, notably avoidance, accommodation, collaboration, compromise and competition, as found in extant literature, were all practised in the study institution. These conflict management strategies were found to be often adopted in resolving conflicts. The implication is that various conflicts may have their own approaches to conflict management. This also means that no single conflict management strategy will be sufficient to deal with conflicts in higher institutions. The nature of the conflict, the conflict environment, the actors involved, and the objectives of the conflict actors will determine the approach to be taken.

5.5 Conclusions

Various conflict exists at all levels among staff of UBIDS. These are intra-personal, inter-personal and inter-group/ Faculty. The various causes of these levels of conflict have been established. Notable among these are favoritsm/tribalism, communication barrier and spreading of false information about colleagues. These conflicts largely have been non-violent and healthy

for the co-existence and development of the institution. Regardless of the positive aspect of the conflicts, low morale of workers, disaffection and tension have been blamed on the conflicts. To be able to achieve the intended objectives of the institution, avoidance, accommodation, collaboration, compromise and competition strategies have been practiced as and where necessary to address the ensued conflicts among workers.

5.6 Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations are made: Management of UBIDS should appeal to the Government to support the institution with funds to be able to compete more favourably in the global context. The study found the scarcity in terms of infrastructural development resulting in competition has been one principal trigger of conflicts in the institution. Besides, the university management should explore other avenues such as contemporary online and distance learning approaches to enrol more students thereby generating adequate funds to beef up infrastructural and logistical resources of the university.

There is the need for management of UBIDS to educate staff of the university on the need for tolerance in a multi-cultural working environment. Differences in educational background, cultural orientations, religious affiliation and social status, among other, should not be exploited to generate hatred as found by the study. Imbued with the understanding of triggers of conflicts, it is expected that workers may not personalize issues, but rather learn and live in good faith and co-exist peacefully in a multi-cultural academic environment.

There is the need for periodic update on the happening on the campus that affect the interests of workers. Management of the institution should be critical about this point so as to build a culture of transparency and accountability. This could defuse the tension surrounding perception of favouritism, communication breakdown which the study found have been notable causes of conflicts in the institution.

5.7 Suggestions for Further Research

Given time and logistics constraints, this thesis focused on the strategies adopted generally in managing conflicts in higher institution which is limited in scope given the milieu of problems confronting universities. It is suggested that in future, other researchers would research into conflict management practices among administrative staff and students, conflict management practices among management staff and union leaders, conflict management practices among Senior Members and Heads of Sections, and conflicts emanating from ethnicity/tribalism and mechanism employed as intervention. With this, readily and comprehensive data could be built which may serve as an institutional repository in managing conflicts in higher educational institutions in Ghana.

REFERENCES

o *Abiodun, A. R. (2014). Organizational conflicts: Causes, effects and remedies. International Journal of Academic Research in Economics and Management Sciences, 3(6), 118.*

o *Abiodun, A. R. (2014). Organizational conflicts: Causes, effects and remedies. International Journal of Academic Research in Economics and Management Sciences, 3(6), 118.*

o *Ader, H.J.H. (2008). Small Enterprises and changing Policies. In A. Smith and B. Peter (Eds.). Structural Adjustment, Financial Policy and Assistance Programs in Africa. London: ITS Publication, pp. 25-34.*

o *Afzalur Rahim, M. (2002). Toward a theory of managing organizational conflict. International journal of conflict management, 13(3), 206-235.*

o *Afzalur Rahim, M., Antonioni, D., & Psenicka, C. (2001). A STRUCTURAL EQUATIONS MODEL OF LEADER POWER, SUBORDINATES'STYLES OF HANDLING CONFLICT, AND JOB PERFORMANCE. International journal of conflict management, 12(3), 191-211.*

o   Akparep, J. (2019). An Examination of the Causes of Students-Management Conflicts in University for Development Studies from 1999 to 2009. Open Journal of Leadership, 8, 75-94. doi: 10.4236/ojl.2019.82005.

o   Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. Academy of management journal, 39(1), 123-148.

o   Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. Academy of management journal, 39(1), 123-148.

o   Anstey, M. (1993). Negotiating conflict: Insights and skills for negotiators and peacemakers. Cape Town: Juta and Co, Ltd.

o   Ausat, A. M. A., Risdwiyanto, A., Arfah, M., & Jemadi, J. (2023). CONFLICT MANAGEMENT STRATEGIES IN WORK TEAMS IN THE CREATIVE INDUSTRY. KENDALI: Economics and Social Humanities, 1(3), 139-142.

o   Azamosa, O. S. (2012). Industrial conflict in Nigerian Universities: A case study of the disputes between Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria (FGN) (Doctoral dissertation, PhD thesis, University of Glasgow).

o   Babbie, E., and Mouton, J. (2004). The Practice of Social Research. Cape Town: Oxford University Press Southern Africa.

o   Bagshaw, M. (1998). Conflict management and mediation: key leadership skills for the millennium. Industrial and commercial training.

o   Bagus, K. The benefits of properly managing intergroup and intragroup conflicts include which of the following.

o   Bampoh-Addo, H., & Ansah-Koi, K. (2015). Conflict resolution in higher education institutions: The case of Ghanaian public universities. International Journal of Interdisciplinary Research Methods, 2(1), 53-70.

o   Bampoh-Addo, H., & Ansah-Koi, K. (2015). Conflict resolution in higher education institutions: The case of Ghanaian public universities. International Journal of Interdisciplinary Research Methods, 2(1), 53-70.

o   Bampoh-Addo, H., & Ansah-Koi, K. (2015). Conflict resolution in higher education institutions: The case of Ghanaian public universities. International Journal of Interdisciplinary Research Methods, 2(1), 53-70.

o   Behfar, K. J., Peterson, R. S., Mannix, E. A., & Trochim, W. M. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. Journal of applied psychology, 93(1), 170.

o   Behfar, K. J., Peterson, R. S., Mannix, E. A., & Trochim, W. M. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. Journal of applied psychology, 93(1), 170.

o   Berrang Ford, L. (2007). Civil conflict and sleeping sickness in Africa in general and Uganda in particular. Conflict and health, 1(1), 1-10.

o *Berrang Ford, L. (2007). Civil conflict and sleeping sickness in Africa in general and Uganda in particular. Conflict and health, 1(1), 1-10.*

o *Black, J. (2018). Conflict management and team building as competencies for nurse managers to improve retention.*

o *Blackburn, S. (2005). The Oxford Dictionary of Philosophy. Oxford, New York: Oxford University Press.*

o *Blackburn, S. (2005). Truth: A guide. Oxford University Press.*

o *Borisoff, D., & Victor, D. A. (1998). Conflict Management and Negotiation.*

o *Botes, J. (2003). Conflict transformation: a debate over semantics or a crucial shift in the theory and practice of peace and conflict studies?. International Journal of Peace Studies, 1-27.*

o *Carpenter, S.L., and Kennedy, W.J.D. (2001). Managing Public Disputes: A Practical Guide for Government, Business, and Citizens' Group. San Francisco, USA: Wiley & Sons.*

o *Cook, A., Osler, T., Hosmer, D., Glance, L., Rogers, F., Gross, B., ... & Malhotra, A. (2017). Gunshot wounds resulting in hospitalization in the United States: 2004–2013. Injury, 48(3), 621-627.*

Creswell, J.W. (2009). Research Design: Qualitative and Quantitative Approaches, California: Sage Publications Inc.

o *Creswell, John W and Creswell, J David. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Edition). London: SAGE Publications, Inc.*

o *De Dreu, C. K. (2008). The virtue and vice of workplace conflict: Food for (pessimistic) thought. Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 29(1), 5-18.A*

o *De Vos, A.S. (2002). Research at the Grass Roots for the Social and Human Services Professions. Pretoria: Van Schaik Publishers.*

o *DeChurch, L. A., Hamilton, K. L., & Haas, C. (2007). Effects of conflict management strategies on perceptions of intragroup conflict. Group Dynamics: Theory, Research, and Practice, 11(1), 66.*

o *DeChurch, L. A., Hamilton, K. L., & Haas, C. (2007). Effects of conflict management strategies on perceptions of intragroup conflict. Group Dynamics: Theory, Research, and Practice, 11(1), 66.*

o *Duncan, J. (2018). KNUST students demo turns violent, properties destroyed. Available: https://citinewsroom.com/2018/10/knust-students-demo-turns-violent-property-destroyed/*

o *Edet, M.A., Benson, G., & William, E.E. (2017). Factors that orchestrate conflicts in an organization. Retrieved from https//www. th conflict-management/php/. Retrieved 15 August, 2021.*

o *FAROOQ, M. CONFLICT MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS (HEIS): A CASE STUDY OF ISLAMIC UNIVERSITY IN UGANDA. Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama, 5(3), 196-211.*

o *Fatile, J. O. (2011). Adejuwon, & Kehinde, D.(2011). Gender issues in human resource management in Nigerian public service. African Journal of Political Science and International Relations, 5(3), 112-119.*

o *Fatile, J. O., & Adejuwon, K. D. (2011). Conflict and conflict management in tertiary institutions: The case of Nigerian universities. European journal of humanities and social sciences, 7(1).*

o *Fatile, J. O., & Adejuwon, K. D. (2011). Conflict and conflict management in tertiary institutions: The case of Nigerian universities. European journal of humanities and social sciences, 7(1).*

o *Forsyth, D.R. (1999). Group Dynamics. USA: Wadsworth Publishing Company.*

o *Gero, J. M. (1985). Socio-politics and the woman-at-home ideology. American antiquity, 50(2), 342-350.*

o Gmelch, W. H., & Carroll, J. B. (1991). The three Rs of conflict management for department chairs and faculty. Innovative Higher Education, 16(2), 107-123.

o Grammatikopoulos, C. (2022). Causes and implications of organizational school conflicts: A theoretical approach. International Journal of Education and Research, 10(2), 77-88.

o Hashmi, A., Altaf, F., & Kiyani, T. (2019). Relationship between Conflict Management Styles and Job Performance at College Level. Global Economics Review, 4(4), 127-140.

o Havenga, W. (2004). Comparative analysis of conflict dynamics within private and public sector organizations (Doctoral dissertation, North-West University, Potchefstroom Campus).

o Hearn, J. C., & Anderson, M. S. (2002). Conflict in academic departments: An analysis of disputes over faculty promotion and tenure. Research in Higher Education, 43, 503-529.

o Hearn, J. C., & Anderson, M. S. (2002). Conflict in academic departments: An analysis of disputes over faculty promotion and tenure. Research in Higher Education, 43, 503-529.

o Hotepo, O. M., Asokere, A. S. S., Abdul-Azeez, I. A., & Ajemunigbohun, S. S. A. (2010). Empirical study of the effect of conflict on organizational performance in Nigeria. Business and Economics journal.

o Hussein, A. F. F., & Al-Mamary, Y. H. S. (2019). Conflicts: Their types, and their negative and positive effects on organizations. International Journal of Scientific & Technology Research, 8(8), 10-13.

o Hussein, A. F. F., & Al-Mamary, Y. H. S. (2019). Conflicts: Their types, and their negative and positive effects on organizations. International Journal of Scientific & Technology Research, 8(8), 10-13.

o Hussein, A. F. F., & Al-Mamary, Y. H. S. (2019). Conflicts: Their types, and their negative and positive effects on organizations. International Journal of Scientific & Technology Research, 8(8), 10-13.

o Isabu M. O (2017). Causes and management of school related conflict. African Educational Research Journal, Vol. 5(2), pp. 148-151

o Isabu, M. O. (2017). Causes and Management of School Related Conflict. African Educational Research Journal, 5(2), 148-151.

o Jehn, K. A. (1997). A qualitative analysis of conflict types and dimensions in organizational groups. Administrative science quarterly, 530-557.

o Jehn, K. A., & Chatman, J. A. (2000). The influence of proportional and perceptual conflict composition on team performance. International journal of conflict management.

o Jehn, K. A., & Chatman, J. A. (2000). The influence of proportional and perceptual conflict composition on team performance. International journal of conflict management.

o Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. Academy of management journal, 44(2), 238-251.

o Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. Academy of management journal, 44(2), 238-251.

o Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. Administrative science quarterly, 44(4), 741-763.

o Jones, G. R., George, J. M., & Hill, C. W. (2000). Contemporary management. Boston, MA: Irwin/McGraw-Hill.

o Jones, G. R., George, J. M., & Hill, C. W. (2000). Contemporary management. Boston, MA: Irwin/McGraw-Hill.

o Kinicki, A., & Kreitner, R. (2008). Organizational behavior. International Edition.

o Knippen, J. T., & Green, T. B. (1999). Handling conflicts. Journal of workplace learning, 11(1), 27-32.

o Kreitner, R., & Kinicki, A. (2008). Organizational behavior: Key concepts, skills & best practices.

o Kreitner, R., & Kinicki, A. (2008). Organizational behavior: Key concepts, skills & best practices.

o Kriesberg, L. (1998). Constructive Conflicts: From Escalation to Resolution. Maryland: Rowman Littlefields Ltd.

o Kriesberg, L. (1998). Coexistence and the reconciliation of communal conflicts. The handbook of interethnic coexistence, 182-198.

o Lederach, J. P., & Maiese, M. (2003). Conflict transformation. Beyond intractability.

o Lederach, J. P., & Maiese, M. (2003). Conflict transformation. Beyond intractability.

o Lederach, J.P. (2003). The Little Book of Conflict Transformation. USA: Good Books, Intercourse, PA.

o Lee, Y., Park, H., & Cameron, G. T. (2018). Strategic communication in US higher education: Testing congruity effects of university identity and image among parents of prospective students. International Journal of Strategic Communication, 12(3), 308-327.

o Li, J. (2019). Mediators' strategies for a successful mediation: a literature review of conflict mediation.

o Mahama, E. S., & Longi, F. T. (2013). Conflicts in Northern Ghana: search for solutions, stakeholders and way forward. Ghana Journal of Development Studies, 10(1-2), 112-129.

o Marfo, S. (2010). Conflict Management and Peace Building Lecture Notes. UDS, Wa Campus (Unpublished).

o Marfo, S. (2018). Ashanti Regional House of Chiefs and Chieftaincy Conflict Resolution: Examining Cases of Success and Challenges. University for Development Studies, Tamale-Ghana (Unpublished)   .

o Marfo, S. (2019). Chiefs as Judges in modern Ghana: Exploring the Judicial Role and Challenges confronting the Ashanti Regional House of Chiefs. UDS International Journal of Development (UDSIJD,) 6(3): 160-174

o Marfo, S., Musah, H and Akparep, J.Y. (2020). Promoting Peace among Student Religious Groups in Public Universities in Ghana: UDS, Wa Campus in Perspective. Ghana Journal of Higher Education Management, 6: 61-72.

o Marfo, S., Taayina, S.A. and Musah, H. (2018). Interrogating the causes of interreligious conflicts in some Senior High Schools in Upper West Region, Ghana. UDS International Journal of Development, 5(1): 197-211.

o Maxwell, J. C. (2013). The 17 indisputable laws of teamwork: Embrace them and empower your team. HarperCollins Leadership.

o Mohd, I. H., Omar, M. K., & Asri, T. N. T. (2016). The Effects of Organizational Conflicts on Team Effectiveness in a Malaysian Statutory Body Institutions. International Review of Management and Marketing, 6(7), 150-154.

o Msila, V. (2012). Conflict management and school leadership. Journal of communication, 3(1), 25-34.

o *Mukhtar, U., & Siengthai, S. (2010). Determinants of perceived higher education conflict: Empirical evidence of employees of Pakistan public universities. International Journal of Interdisciplinary Social Sciences, 5(3), 23-36.*

o *Mukhtar, U., Islam Z., and Siengthai, S. (2010). Conflicts in higher education and perceived quality of education: empirical evidence from Pakistan. Research in Higher Education Journal, 1-12*

o *Musembi, O., & Siele, S. (2004). Saitoti moves to probe unrest in schools. Daily Nation, July, 19(1).*

o *Nordby, H. (2018). Management and conflict resolution: Conceptual tools for securing cooperation and organizational performance. Organizational conflict, 2-18.*

o *Obuobisa-Darko, T. (2014). Conflict among teachers in junior high schools in a developing country. Journal of Education and Practice, 5(31), 41-49.*

o *Odotei, I.K. (2006). Women in Male Corridors of Power. In I.K. Odotei, and A.K. Awedoba (Eds.). Chieftaincy in Ghana: Culture, Governance and Development. Sub-Saharan Publishers, Accra, Ghana, pp. 81-100.*

o *Olaleye, F. O. (2013). Conflict management strategies of university administrators in South-West Nigeria. Kuwait Chapter of Arabian Journal of Business and Management Review, 2(6), 1-9.*

o *Olaleye, F. O., & Arogundade, B. B. (2013). Conflict management strategies of university administrators in South-West Nigeria. Kuwait Chapter of the Arabian Journal of Business and Management Review, 2(6), 96.*

o Opoku-Asare, N. A. A., Takyi, H., & Owusu-Mensah, M. (2015). Conflict prevalence in primary school and how it is understood to affect teaching and learning in Ghana. *Sage Open, 5*(3), 2158244015592935.

o Porter, T. W., & Lilly, B. S. (1996). The effects of conflict, trust, and task commitment on project team performance. International Journal of Conflict Management.

o Rahim, M. A. (2023). Managing conflict in organizations. Taylor & Francis.

o Ramani, K., & Zhimin, L. (2010). A survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi province, Kenya. Educational research and reviews, 5(5), 242.

o *Riaz, M. K., & Junaid, F. A. (2013). Workplace conflict: Constructive or destructive. Muhammad Khan Riaz & Fatima Ali Juniad (2014). Workplace Conflict: Constructive or Destructive. SRM–IMT Journal of Business & Management Research, 3(1), 84-90.*

o *Roloff, M. E. (1987). Communication and conflict.*

o *Rothman, J. (1992). From Confrontation to Cooperation: Resolving Ethnic and Regional Conflict. California: SAGE Publishers, Inc.*

o *Salam, R. (2008) Calm returns to UDS, Wa campus. Available. Calm%20returns%20to%20UDS,%20Wa%20campus%20-%20MyJoyOnline.com.html*

o *Salim, A.S. (2002). African Conflicts: Their Management, Resolution and Post-Conflict Reconstruction. Ethiopia: Development Policy Management Forum (DPMF).*

o *Sarantakos, S. (2005). Social Research (3rd edition). New York: PALGRAVE Macmillan.*

o Saunders, M., Lewis, P., and Thornhill, A. (2009). *Research Methods for Business Students* (5th edition). England: Prentice Hall.

o Shani, A. B., & Lau, J. B. (2000). Behaviour in organization: The joint dynamics of splitting and triangulation. *Administrative Science Quarterly, 34*, 1-7.

o Sossou, M. A., & Yogtiba, J. A. (2015). Abuse, neglect, and violence against elderly women in Ghana: Implications for social justice and human rights. *Journal of Elder Abuse & Neglect, 27(4-5)*, 422-427.

o Stone, M. (1999). *How to Resolve Conflict at Work: A Take Charge Assistant Book*. USA: Amacom.

o Sulemana, M. (2009). Understanding the Causes and Impacts of Conflicts on the Northern Region of Ghana. *Ghana Policy Journal*. Vol. 3 (1), pp.115-125.

o Sulemana, M. (2009). Understanding the causes and impacts of conflicts in the Northern Region of Ghana.

o Tabitha, M., & Florence, G. (2019). Conflicts and conflict management in modern organizations-A pre–conflict resolution environment approach. *International Journal of Scientific and Research Publications, 9(8)*, 2250-3153.

o Tawiah, O. (2021). *Armed police deployed to KNUST campus over planned disturbances.Available:Armed%20police%20deployed%20to%20KNUST%20campus%20over%20planned%20disturbances%20-.html*

o Tjosvold, D., Dann, V., & Wong, C. (1992). Managing conflict between departments to serve customers. *Human Relations, 45(10)*, 1035-1054.

o Tshuma, R., Ndlovu, S., & Bhebhe, S. (2016). Causes of conflict among school personnel in Gwanda District secondary schools in Zimbabwe. *IOSR Journal of Humanities and Social Science, 21(4)*, 32-41.

o Turner, M. E., & Pratkanis, A. R. (1997). *Mitigating groupthink by stimulating constructive conflict*. Sage Publications, Inc.

o Twumasi. P. K. (2001). *Social Research in Rural Communities* (2nd edition). Accra: Universities Press.

o Uchendu, C. C., Anijaobi-Idem, F. N., & Odigwe, F. N. (2013). Conflict management and organizational performance in secondary schools in Cross River State, Nigeria. *Research Journal in Organizational Psychology & Educational Studies, 2(2)*, 67-71.

o Usendok, I. G. (2022). Organizational Conflict and Employee Job Performance: A Case Study of Akwa Ibom State University. *European Journal of Business and Innovation Research, 10(3)*, 10-25.

o Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of applied management accounting research, 10(1)*, 69-80.

o Watt, W. M. (2013). Relational communication: Principles for effective leadership. *Book review, 37*.

o Wheaton, B. (1974). Interpersonal conflict and cohesiveness in dyadic relationships. *Sociometry*, 328-348.

Integrated Journal of Management Science

o   *Wilmot, W., & Hocker, J. L. (2017). Interpersonal conflict (p. 384). McGraw-Hill Education.*