



Strategies for Conflict Management in the University among Staff and Students

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Abstract

This paper is about Strategies for Conflict Management in the University among Staff and Students. University conflict between staff and students is not to be seen as evil, but rather as a process of bringing about positive and effective change. Conflicts are part of human existence and a good strategy to the management of conflict is crucial for peace and progress in the university. The paper presented that that just as conflicts abound in human beings so conflict is in the university system and relations. A major factor militating against university productivity is conflict between staff and students of the university. The current orientation in this paper is that conflict is an inherent aspect of every organisation that dysfunctional university between staff and students conflict should be resolved, while functional university conflict between staff and students should be accepted and in fact, encouraged if its level is too low in the university. It is instructive to note that conflict in the university is highly dysfunctional and should be avoided at all cost. The paper therefore recommended that in the conflict management of university, staff and student's managers should always endeavour to avoid ambiguity while communicating with conflicting parties during briefing and management of conflicts; and university managers should give room for bargaining rather than using coercion in the management of conflict.

Keywords: Strategies, Conflict Management, University Staff, Students.

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INTRODUCTION

There are many factors that can cause conflicts between university staff and students. University staff in this paper includes academic and non-academic staff. A conflict may arise because of personality clashes, poor communication, change of responsibilities and change of leadership,

dissatisfaction, disagreements, and poor management style. This implies that conflict may arise between academic staff and students; and conflict may also arise between non-academic staff and students (Ololube, 2017). Although it is best avoid and prevent conflicts, conflicts however is something that is considered inevitable especially in environments where two or more people are working together to achieve university pre-set goals. Hence, there is the need for effective conflict management in the university among staff and students.

Conflicts can be very difficult to deal with especially if university staff and students do not have sufficient experience in managing people and in managing self. It is not rare for university staff and students to get into a conflict or a disagreement. Research evidence upholds that conflicts occur as the normal part of university business operations progresses and these things are bound to happen sooner or later (Fatile & Adejuwon, 2011). This paper on conflict management in the university among staff and students contains a multitude of information regarding conflict management, particularly on how to resolve conflicts, how to mediate, how to manage team conflicts, and essentially, how to possess the skills needed to resolve and manage conflicts.

The university system is an organizational process in which the management has many aspects to consider for the harmonious and successful attainment of university goals. One of these things that should not be left unattended is inevitability of conflict. Conflict happens when staff and students do not meet their needs and when they do not find satisfaction to their own wants or self-interest. Conflict can be internal when the conflict is only within the individual; it is external if it is between two or more individuals or between groups (Ekundayo, 2012). Most university staff and students are not aware of the need and react negatively toward the situation unconsciously. Some people know what they want and would work hard at achieving such goal even to the point of going through conflict. Situations that are triggered by fear, force, sense of fairness, and funds create conflict. In any type of circumstance, even in a university, conflict is inevitable. When there are differences in background and orientations among university staff and students, conflict arises. It is the differences of many aspects such as values, attitudes, needs, expectations, viewpoints, and personalities that cause conflict in among university staff and students. But despite the inevitability of conflict, there are strategies that can aid to manage, minimized and resolved university conflicts between staff and students (Nnam, 2013).

University staff and student conflict is rooted from poor communication, weak leadership, change in leadership, dissatisfaction with management style, and seeking power. When an employee demands for work recognition such as an increase in compensation or a promotion, this scenario may cause conflict when the person's interest is not acknowledged. Disagreement is a common reason for conflict. University staff and students disagree on many things such as contrasting opinions on a certain subject matter because we all have our own beliefs and principles (Folger, Marshall & Randall, 2012). Even emotional differences cause conflict. When it comes to decisions, even university staff and students push on individual proposals.

BACKGROUND

University staff and conflict may be viewed as occurring in the cognitive (perception), emotional (feeling), and behavioural (action) dimensions. This three-dimensional perspective can help us understand the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions (Idowu & Olugbemiga, 2018). However, Gabadeen (2014) posits that

power, organizational demands, and self-worth are elements of conflicts that must be considered in the management of university staff and students' conflicts. Power is the staff or student's capacities and means in getting personal or institutional goals done. This element uses personal influence, information, and time. Institutional managers make good use of power to resolve conflict, making the members cooperate toward reaching a unanimous decision. But when not used properly, power can also develop conflict. Organizational demands pertain to the expectations of staff and students regarding achievement and performance. Staff and students who tend to have very high expectations of each other for them which can be rather impractical and difficult to provide (Bercovitch, 2011). When these are not met, the staff and student become disappointed and dismayed on each other, leading to conflict through constant disputes and protests on the processes. Self-worth is the staff and student's self-esteem or value for oneself. Staff and students want to be rewarded and properly compensated for the kind of performance and achievements that is shown. If this is not acknowledged, the person may feel unappreciated for the efforts shown. The feeling of loss of self-worth may arise in conflict (Ndum & Stella, 2013).

As a set of perceptions, conflict is a belief or understanding that one's own needs, interests, wants, or values are incompatible with someone else's. There are both objective and subjective elements to this cognitive dimension. Conflict also involves an emotional reaction to a situation or interaction that signals a disagreement of some kind. The emotions felt might be fear, sadness, bitterness, anger, or hopelessness, or some combination of these. Often a conflict exists because one person feels in conflict with another, even though those feelings are not reciprocated by or even known to the other person (Adesina, 2010).

The behavioural component may be minimal, but the conflict is still very real to the person experiencing the feelings. Conflict also consists of the actions that we take to express our feelings, articulate our perceptions, and get our needs met in a way that has the potential for interfering with someone else's ability to get his or her needs met. This conflict behaviour may involve a direct attempt to make something happen at someone else's expense. It may be an exercise of power. It may be violent. It may be destructive. Conversely, this behaviour may be conciliatory, constructive, and friendly. But, whatever its tone, the purpose of conflict behaviour is either to express the conflict or to get one's needs met. Again, the question of reciprocity exists (Olajide, 2011).

Obviously, the nature of a conflict in one dimension greatly affects its nature in the other two dimensions. People can go rapidly in and out of conflict, and the strength or character of conflict along each dimension can change quickly and frequently. And even though each of the three dimensions affects the others, a change in the level of conflict in one dimension does not necessarily cause a similar change in the other dimensions. Sometimes an increase in one dimension is associated with a decrease in another dimension (Kalagbor, 2017).

The existence of staff and student conflict in the university may have both positive and negative results on the people involved and the general situation. The outcome depends on how the conflict was handled and dealt with by the people involved. When conflict is efficiently managed, it can diffuse more serious conflicts (Olaleye, & Arogundade, 2013). Conflict also stimulates a search for new information and tightens or increases unity and performance in a group. The existence of conflict may cause a delay in formulating decisions or resolution especially if it is not managed well. Although it increases group cohesion, it still becomes a hindrance in the smooth flow of the demands of the university.

CONJECTURAL CONTEXT

Conflict Management

Conflict management is not identified on the loudness or intensity of people's voices when arguing or on the glaring look of people's faces. Conflict itself already means a clash or a disagreement so you cannot expect people in a conflict to be smiling at each other and showing pleased, blissful dispositions. Even with the level of intensity of the conflict, the a continuing need to negotiate and compromise in the long run between make the parties involved comfortable and do not feel that it is intimidation or coercion. The use of strong words and heavy statements may be present but the purpose is to persuade and influence and not to intimidate or impose harm. And because it is constructive, communication is a two-way street between both parties (Agbonna, Abdulraheem, & Olayinka, 2010). There is openness to change and manifests a rational approach. When people employ attitude of curiosity, humility, and respect, conflict in the university between staff and students are largely managed. The conflict itself is also based mainly on clear ground rules and processes.

According to Adeyemi, Ekundayo, and Alonge, (2010) it is not difficult to achieve conflict management and get the disagreement resolved in no time. It is vital for staff and students to refrain from being aggressive and unforgiving. Instead, be compassionate and understand that people make mistakes. Let the other party speak for what they think is right. Do not attempt to monopolize the conversation, but allow a give and take process in the exchange of ideas. Furthermore, the choice of carefully choosing the words used and make sure that idea is rightly conveyed is vital and that intentions are well meant (Oladele, 2011). Rude behaviour and condescending remarks in order to gain mutual respect tend to agitate and promote conflict. If the situation is becoming negatively intense, it is expected that parties should drop the argument and set another time to discuss the problem instead.

Conflict management generates high-quality decisions in the institution. With respect to viewpoints, everyone feels heard and respected (Albert, 2010). This promotes a diplomatic environment among university staff and students. When university staff and students are exposed to a healthy kind of work and study environment, they learn to become more mature and co-exist especially in dealing with problems achievement, performance and adeptness. A healthy and productive work and study environment is then created. Staff and students build good work relationships with each other. Commitment and collaboration are fostered towards each other. To the institutions, conflict management results in significant productivity from the people and a considerable savings in time, effort and effective management of resources (Adesina, 2010). Potentials for conflicts between university staff and students are multifaceted within the university system. Some of these are indicated below.

Continuous Competition for Scarce Resources

Research, administration, teaching, student amenities, staff pay and other welfare services all have their claims on the limited resources at the disposal of the university. Hence, there is deprivation (relative or absolute) of the needs of all the groups within the system. The consequences of inadequate provision of financial resources to the university system are the decay of structures and the decline in services and functions. According to Enyi, (2001), there is

direct connection between deprivation which leads to frustration, and conflict in the university. The conflicts which result from the frustrated are often directed against the defined aggressors or perpetrators of the undesirable state of affairs. Gross mismanagement of available resources could also result in conflicts. These conflicts could take the form of strikes, demonstration, boycott of lectures and violent riots (Hart, 2000).

Perceived Goal Incompatibility

The potential for university staff and student conflict is likely to be high where groups or individuals perceive and interpret the same phenomenon differently. In the university system, attention needs to be focused on the critical point of contact between the staff and the student. The psychology of learning suggests that students will not learn well unless they are actively involved in the process, and consequently accept responsibility for their learning activities. So, if students do really feel that they are learning, much else will be forgiven. If not, they need to be listened to; otherwise, they might engage themselves in other activities they consider worthwhile which could result to conflict (Lagat, 2013).

Autonomy and Academic Freedom

Autonomy drives are those when one group either seeks to exercise control over some activity that another party regards as its own domain or seeks to encapsulate itself from such control (Kingala, (2000). Academic freedom, according to Lagat (2013) connotes freedom to organize the university, design and teach courses, associate with others, project, imbibe, exchange and hold ideas without any fear of harassment or victimization, and challenge established orthodoxies without any fear of contradiction, all in the pursuit of truth. However, events such as outright ban of university staff and students' associations fear of premature retirement, or rationalization of programmes as a result of government overregulation all result in decreasing autonomy, decline in morale, goal displacement and ultimately results to staff and student conflicts.

Management Style of Universities

Though a university is an academic enterprise, a lot of academic effectiveness rests on administrative support machinery, thus, the management competencies of university managers determine to a large extent, the dimension and severity of conflicts within the university, irrespective of the origin of the conflict (internal or external). University staff who have tendencies to authoritarianism and dogmatism are particularly conflict-prone. In university management, eight areas are identified for the goal of quality education to be attained (Mohamad, & Raman, 2011). These areas are finances, students, academic programme, committee system, personnel, welfare, reward system and physical facilities. Any significant lapse (s) in any of these areas might lead to a university conflict between staff and students.

Role Ambiguity/Role Dissatisfaction

Staff and student university conflicts occur when the role prescriptions are vague and uncertain resulting from differences in values and lifestyles. Because of the concentration of young adolescents, possibly experiencing freedom and independence for the first time, the university campuses are filled with and threatened by, noise, aggressive styles of dress, sexual behaviours, aesthetics, secret peer associations and cultism (Msila, 2012).

The imposition of rules and regulations trigger the young to answer back by demanding for, and claiming, their democratic rights, culminating in minor conflicts or even ghastly conflict between the students and the university staff. Moreover, national issues, especially with political undertones, do bring about conflict. Policies such as privatization, university autonomy and democratization of university management usually spark off controversies. Politics especially on campus relating to appointment of key officers such as Vice Chancellor appointment also result into university staff and student conflicts (Nkwonta, 2014). These conflicts often lead to disruptions of academic activities and university calendars. Similarly, causes of role conflict in the university includes work interdependence, differences in performance criteria and reward systems, differences in units and subunits orientation and goals and differences in status and jurisdictional ambiguities.

Conflicts Management in Nigerian Universities

Efficient and effective management of conflicts is fundamental to the development of any society, but the prevailing situations in Nigeria constitute a reversal of this reality. Managing university conflict between staff and students towards proactive and constructive action is the best approach in resolving conflict in the university. When staff and students conflict arises, we need to be able to manage them properly, so that it becomes a positive force, rather than a negative one, which would threaten the individual or group (Uwa, 2014). If staff and students conflicts arise and are not managed properly, it will lead to delays of work, disinterest and lack of action and in extreme cases, it might lead to complete breakdown of the system. In resolving university conflict, developing a constructive communication process and influential conflict negotiator's personality are very important. No doubt, schools cannot avoid experiencing one conflict or the other but a great deal of such conflict can be managed and be guided from disrupting university's efforts towards attaining its manifest and latent goals if the conflicting parties are systematic in the way they communicate their grievances, situation of the conflict and their readiness to negotiate for peace and if the negotiator mediating the resolution process is of good personality (Omboko, 2010). University staff and students conflict management in schools demands appropriate leadership style of the school administrator or chief executive.

University leadership and administrative expertise remains central. A more participatory and supportive style of leadership and management behaviour is likely to assist in conflict management (Ebong, 2013). Ebong (2013) articulated three strategies of peaceful crisis resolution between and among warring parties; mediation, arbitration and reconciliation. See figure 1.

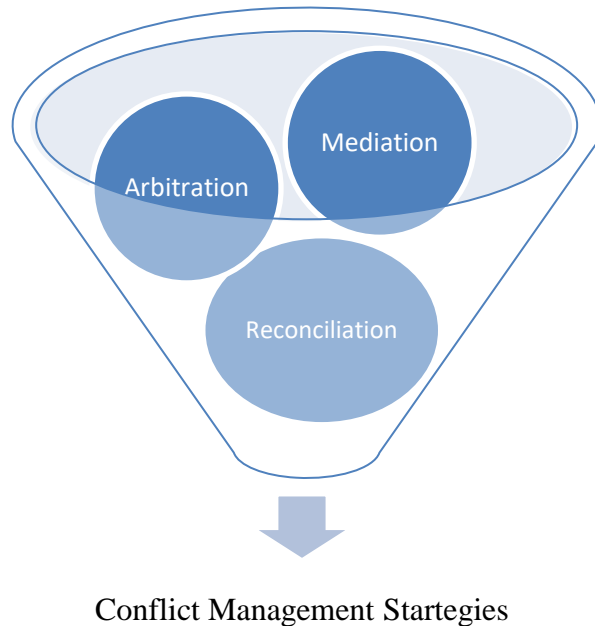


Figure 1: Conflict Management Strategies

Adaeze (2014) also argued that each of the approaches of the above mentioned strategies could be used by universities to resolve crisis among and between aggrieved parties. Clarification of goals and objectives is also vital. The clarification and continual refinement of goals and objectives, role definitions and performance standards help to avoid misunderstanding and conflicts. Focusing attention on super-ordinate goals that are shared by staff and students in conflicts may also help to defuse hostility and lead to more cooperative behaviour. Providing valid information and avenue for expression of views Information is needed to avoid blocking of communication flow that may lead to differences in perceptions (Agbonna, Abduraheem, & Olayinka, 2010). Effective information management system (IMS) is essential to provide requisite information which minimizes delays and ensures maximum utilization of resources. Most Nigerian universities lack effective computerized management information system for capturing, processing, storing, retrieving and disseminating relevant information (Ezegbe, 1997).

There is need for better understanding and cooperation between the University system as a whole and the government. The decision-makers and their advisers need to be better informed on how the universities operate, while the university community needs to acquaint itself with the ways of the government, generally. Invariably, the universities will neither develop attitudes of hostility or servility towards the government, nor the government intolerant of the universities. Beggy, (2003) highlighted some conflict resolution measures such as the use of authority, and command, problem solving, appeal to superior organisation goals, changing the structure of the organisation , prevention and avoidance, expansion of opportunities and resources, conciliation and agreement and changing the behaviour of people involved in conflict through dialogue.

Conflict management between university staff and students shows that all conflict cannot be completely eliminated, but could be managed and its adversity reduced. It involves acquiring the technical skills of conflict resolution which includes avoidance, accommodating, compromising, collaboration, and effective communication (Digvijaysinh, 2013). Effective

conflict management strategy of the key people of a conflict enables him to resolve conflict by involving staff and students affected by the conflict to change their view, gain from the conflict and be effective in their job performance in terms of their communication, maintenance of classroom discipline and supervision of students' academic activities (Katumanga, 2000).

In the university, effective communication is a strategy which allows free flow of information between staff and students. It entails providing necessary and timely information to staff and student on issues, administrators adopting the right communication skill, not using abusive words, not attacking, not threatening or making accusation. Avoidance is a strategy in which one tries to avoid conflict; it entails allowing the conflicting issues to end on its own in order to avert the challenges that may arise when the conflict is confronted. Accommodating strategy involves one accepting the demand of others (Bodtker & Jameson, 2001). It entails overlooking some issues so as to maintain good relationship with subordinates in future. Here, issues are accommodated in order to resolve or manage conflict. Compromising is a strategy that involves negotiation. It has to do with pleading with parties involved in conflict to shift grounds in order to reach or establish common grounds or trade off that will be acceptable by both parties. Collaboration is a strategy used to manage conflict. It entails conflicting parties working together and conflating ideas to ascertain the result or outcome that is good for them. Here conflicting issues are confronted; it is important when the bone of contention cannot be compromised (Boma, 2018). See figure 2.



Figure 2: Conflict Resolution

Stages of Conflict

- *Latent conflict* exists in almost “every department in every college and university in the country.” The reasons that could lead to conflict (competition for scarce resources,

desires for autonomy and independence, inequitable work load, etc.) exist but are suppressed.

- *Perceived conflict* exists when there is a perception of conflict, but it is based on incorrect or incomplete information. Improved communications can nip this kind of conflict rather easily.
- *Manifest conflict*, or open conflict, is marked by open aggression, generally verbally though on rare occasion, there have been physical altercations.
- *Conflict aftermath* occurs when hostilities cease. Sometimes, one side is victorious; other times, there has been an outside intervener; and at times, there is a genuine resolution.

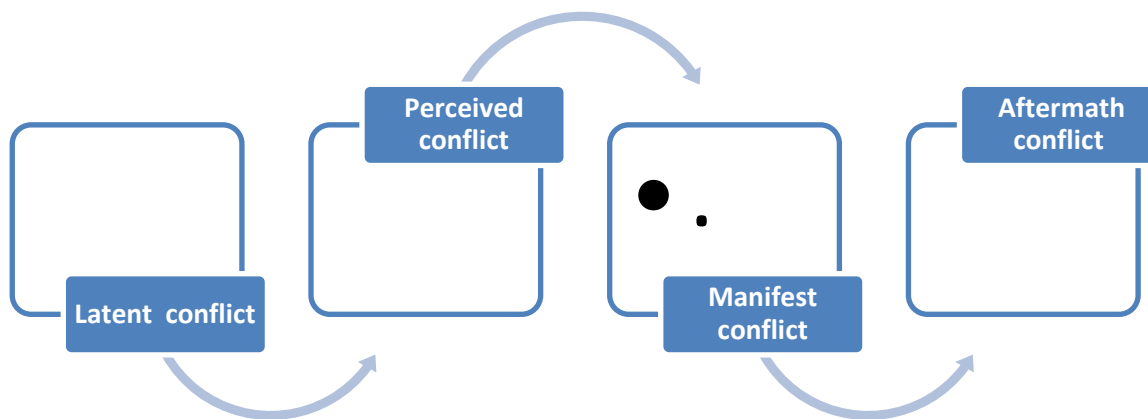


Figure 3: Stages of Conflict

Cognitive discrepancy of Conflict

Cognitive discrepancy is a condition that occurs when each conflicting group develops totally opposite explanation for the causes and situation of the conflict. Messages of the situation of conflict when developed on propaganda and cognitive discrepancy tends to breed rumour, it distort third party's understanding of the conflict and may hamper its involvement in there solution of the conflict. Communicators in school crisis management needs not conceal the truth. Their messages for peace, their assurance of restoring power and their promise of cooperation towards developing the school should be sincerely communicated (Bass, 2003). The conflict negotiator in school conflict and insecurity situations should be of personality that can convince and assure the conflicting parties of the sincerity of the conflict resolution process and that of his involvement in the resolution. Messages of resolution and peace in school conflict management need to be timely delivered. This is necessary to give a clear stance of the conflict management team and the progress made so far in resolving the conflict (Nnam, 2013).

Delivering the message early can help third party peace negotiators to project where to direct their intervention. Such timely communication, most especially when it is positive and reveals that the stronger of the conflicting parties will work for peace and for the interest of all, alleviate fear and hinder the spread of rumour or fear of victimization, it reduces tension in conflict situation (Bloomfield & Reilly, 2001). Also, in school crisis situation, school authorities

can work on communicating, quickly enough, their effort to return peace into the school and to meet the demand of the opposing group where necessary. Delivering the message first and earlier than that of the opposing group could make the first communicator's message have more impact than that of the opposing group would latter.

School authorities should be more democratic in handling students' affair; involve student in indecision-making process especially on issues that borders on them. Another effective way of curbing students' crisis is calling students for dialogue. A study carried out by Folger, Marshall and Randall (2012) revealed that maintaining a very cordial relationship between the school authorities and the students as well as involving students indecision making process have been the most effective strategies of curbing students' crisis. Also, Msila, (2012) posited among other things, greater involvement of students indecision-making processes as a way of reducing campus unrest. In order to stamp out crisis from schools, Uwa (2014) posited that there should be effective leadership among school authorities. Nigerian leaders as well as management of tertiary institutions in the country also need to create avenues for discussing and designing popularly accepted non-violent strategy for managing conflicts in the tertiary institutions in the country. Again, it is recommended that authorities of tertiary institutions should always embark or focus more on preventive strategies in order to reduce crisis in schools rather than curative measures.

Also the school conflict manager must value peace and the spirit to promote co-existence before he can successfully persuade the conflicting parties' to work towards resolving the conflict. A school conflict manager that values peace probably would see conflict resolution as a give-and-take exercise. Though, valuing peace does not mean to compromise school objectives or compromise the exclusive right of the school authority to be the custodian of the utmost power in the administration of the school, yet, the utmost power can be judiciously be applied when the holder of the power values peace and has the personality of compromising a little to be able to retain peace, knowing full well that there is conflict resolution (Oladele, 2011).

The arbitrator should be able to display rich experience and sound judgment of conflict situation before his intervention can be effective. These is why it is important that the conflict managers be a person that has been involved in resolving school conflict and a person that may have been personally trained in the area of human management. In the work of Bercovitch, (2011), he recommended that universities can offer standalone courses on conflict management and resolution, peace education, civic education, good governance, basic and human rights, separation of powers of government, the legislature, and the judiciary, bill of rights, social justice, respect and the rule of law, and virtues of peace, tolerance, patience and respect for life etc for all members of society. Alternatively this paper recommends teaching peace as a General Nigerian Studies (GNS) course, with a view to making Nigerian universities a location for the promotion of dialogue, understanding and tolerance.

Effective Communication Strategy

Effective communication strategy is one of the university staff and students conflict management strategies in the university. Ogbona, Yusuf, and Onifdade (2013) posited that institutions have to employ communication strategy to resolve conflict, this is actualized or achieved by breaking down barriers or resistance among workers and promoting their trust. Communication is a rational process which involves initiating messages using symbols, signs to express meaning, create similar understanding and influence actions. It is a process or means by which information

is shared among individuals through a common system of symbols, signs or behavior (Ekundayo, 2012). Ndum and Stella (2013) posited that groups in trying to actualize a common goal encounter internal and external problems, and one way to resolve or ameliorate the challenge is via communication. It is necessary to state that no positive action can occur in organization in the absence of effective communication. University managers must develop the right channel that will aid effective communication for efficient functioning of the school.

Albert (2010) describes effective communication as the best strategy by which conflict can be resolved, because it makes every member understand the kind of communication that could result to problem solving. Communication as an effective conflict management strategy is important in the daily routine or activities of the university, hence university manages conflict in the university by providing the right and adequate information to both staff and students in the school. It is imperative to say that the dissemination of accurate and timely information in time of conflict is a veritable tool for conflict management in the school. Effective communication strategy also involves negotiation between two parties involved in a conflict. It could also be a mediatory role undertaken to resolve conflicts situation. In effective communication, there is a promotion of an interaction-based approach through negotiation, enabling the negotiators to see the connection between the situation and the outcome (Adesina, 2010). When negotiations have integrative possibilities, when the negotiators tend to look for as much of the share of the outcome as possible; this enhances the creativity of the negotiators. Furthermore, Idowu and Olugbemiga (2018) claims that cognitive ability is an essential ability to hold as a negotiator and defines it as the ability to predict behaviour and outcomes.

Confrontation Strategy

Confrontation techniques aim at finding a mutually acceptable and enduring solution through collaboration and compromise. It is done in the hope that conflicting parties are ready to face each other amicably, and entails intercession, bargaining, negotiation, mediation, attribution and application of the integrative decision method, which is a collaborative style based on the premise that there is a solution which can be accepted by both parties. It involves a process of defining the problem, searching for alternatives and their evaluation, and deciding by consensus (Ezegbe, C. (1997). From this insight, the university and institutions stake holders should be well equipped with various methods and strategies for conflict management in their bid to solve conflicts in schools. Whenever conflicts occur, conflict management strategies should be utilized to avoid supplementary damages.

CONCLUSION

University conflict between staff and students should not be seen or viewed totally as evil, but rather as a process of bringing about positive and effective change. The university staff and students should not shy away from conflicts because they are part of human existence and a good strategy to the management of conflict is crucial for peace and progress in an organization. There is no doubt that just as conflicts abound in human beings so conflict is in the university.

A major factor militating against university productivity is conflict between staff and students of the university. The current orientation from this paper is that conflict is an inherent aspect of every organisation that dysfunctional university between staff and students conflict

should be resolved, while functional university conflict between staff and students should be accepted and in fact, encouraged if its level is too low in the university. It is instructive to note that conflict in the university is highly dysfunctional and should be avoided at all cost. All its functionalities to us can still be achieved without getting to a conflict situation. Where university conflict between staff and students cannot be avoided, there is need to embrace dialogue in resolving it. University conflict is an inevitable outcome of humans, groups (staff and students) and state interactions.

This paper has shown that conflict is a process, and it is inevitable because individual has interdependent relationship. It is generally perceived as unwholesome because of its destructive manifestations in terms of killings, maiming and destruction of property. The fact however remains that even though we agree that conflict is a necessary evil, there is need to avoid it where possible because of its dysfunctional consequences. It has been observed that there is a rising spate of violent conflicts in Nigerian higher institutions. Its impact on Nigerian higher institutions makes conflicts unpalatable relations. Incessant violent conflicts in the tertiary institutions in the country cannot but impede educational development. People cannot engage in any developmental thinking in an environment characterised by conflict. It therefore implies that they will be denied peacetime capacity to develop new ideas, initiatives and innovations.

Recommendations

From this paper, the following suggestions have been put forward for conflict management between university staff and students in Nigerian Universities:

- Actual causes and nature of conflict between university staff and students should be identified before applying the available conflict techniques, strategies and methods at their disposals.
- University managers and administrators should endeavour to meet with the parties involved in the conflict situation at the different point in time and thereafter bring the parties together for the full reconciliations.
- University managers and administrators should be very careful while reconciling the conflicting parties, so that their actions may not be seen to be biased in their judgments.
- In the conflict management of university staff and student's managers and administrators of the university should always endeavour to avoid ambiguity while communicating with staff and students during briefing and management of conflicts.
- University managers/administrators should display good sense of leadership spirit and styles among the entire staff of the school at all times.
- The management of the university should give room for bargaining rather than using coercion.
- Conditions that promote effective conflict management should include consideration of a wide range of alternative solutions, a cooperative climate, an organized and orderly process, and avoidance of artificial conflict-reducing devices such as voting or relying on a leader to make the final decision.
- Conflict management should not be seen to connote a rigid approach that suits all situations, rather, it should involve a series of concerted efforts to prevent and or arrest a seemingly serious crisis

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