Genesis of Conflict in Higher Institutions of Learning in Northern Ghana: The Case of Tamale Technical University

Alhassan Abdul Mumin (A. A. Mumin)[1*] and Sulemana Iddrisu (S. Iddrisu)[2]

[1]Department of Community Development Studies

Faculty of Sustainable Development Studies

University for Development Studies, Box TL 1350, Tamale N/R, Ghana

[2]Tamale College of Education, Box 1, Education Ridge, Tamale N/R, Ghana

ABSTRACT

Conflict often plays a major destructive role in tertiary institutions. It is often seen as a fight and uncomfortable struggle in these work places. This study was undertaken to investigate the sources of conflicts and strategies to deal with it in the Tamale Technical University. The study used descriptive design and the qualitative approach of data collection. In-depth and key informant interviews were used to collect data from sixteen (16) participants. Findings from the study indicated that unequal resource allocation, office space, competition from University for Development Studies (UDS), political interferences, relationships and ethnic issues were cited as some of the sources of conflicts in the institution. While making sure that resources and key positions are evenly distributed, workshops and training on conflict management, convocation meetings and committee meetings were some of the conflict resolution strategies adopted by managers of the institution. The study, therefore recommends institutionalisation of these strategies for a better conflict management in the Tamale Technical University.

Keywords: conflict management, conflict strategies, conflict resolution, tertiary education

INTRODUCTION

Conflict, according to Holton (1995), has always been an element of academic life. Academic departments' functional, structural, and relational qualities, according to Gmelch and Carrol (1991), are "woven into the fabric" of educational institutions. "A wonderful breeding environment for conflict," said Miklas and Kleiner (2003) of educational institutions. Because of the support of academic independence and unconstrained thought, conflict is inherent at higher education institutions. Students vs. professors, faculty against. faculty, faculty vs. administrators, and students vs. students may all lead to conflict (Holton, 1995), according to Din et al. (2011).

In general, conflict is unavoidable and may occur in every aspect of life. This is due to the fact that no two people are so same that they can always think and behave in the same manner or agree on everything. Human differences are what cause disputes in educational institutions (Arthur, 2009). During conflicts and civil wars, society diverts some of the most valuable resources away from productive sectors and onto areas of violence (Stern, 2003).

Staff at tertiary institutions often experience conflict, which is seen as a misunderstanding. Certainly, today's workers at higher education institutions are more likely to have disagreements. It is necessary to identify and comprehend the origins and repercussions of disputes. There are various types of conflicts within tertiary institutions as an organization, but conflicts among employees are more prevalent. If the causes and consequences of such conflicts can be assessed and understood, a solution may not be far-fetched because the nature

---

* Corresponding Author

will determine the approach to be used in resolving and/or managing such conflicts (Adeosun et al., 2014).

According to Din et al. (2011), the majority of conflict research has taken place in conventional organizations, but that does not imply educational institutions are immune to it. Prasad and Radhika (2018), for example, used a sample size of 30 workers to conduct research on the impact of workplace conflict management practices on organizational performance. According to the findings, private banks adopted accommodating, negotiating, competing, partnering, and avoiding methods. Avoiding and cooperating were the most common techniques used. According to the report, private banks should combine two or more tactics in order to maintain objectivity.

Maunjiri and Uzhenyu (2017) used the Highfield-Glen Norah District in Harare Metropolitan Province to perform a research on an examination of conflict management strategies in secondary schools. Conflict arose between parents and teachers, students and teachers, school administrators and teachers, teacher and child, and pupil to pupil, according to the key results. Conflicts were also observed as not necessarily being dysfunctional, but as having a constructive purpose in schools, therefore their presence. Parents and teachers were eager to help pupils in their studies. Students confessed that there were several cases of indiscipline among them.

Osakede et al. (2018) conducted a study on conflict management in tertiary institutions: a study of chosen universities in south-western Nigeria with 500 participants. Conflict management has encouraged stakeholder engagement in decision-making and conflict resolution in the universities studied, according to the findings of the research. As a result of the study's findings, the educational system's progress is hampered by dispute among tertiary institutions. As a result, achieving a favourable climate in conflict-ridden higher education institutions is difficult. The report proposes for robust conflict resolution processes that will allow stakeholders to participate in institutional decision-making.

However, there is a scarcity of knowledge on the roots of conflict and how they are addressed in Ghana's higher education institutions, particularly in the north. Furthermore, the Tamale Technical University has not conducted any research of this sort in recent years. Furthermore, only a handful of the research described have used a qualitative method to investigate sources of conflict among academic staff in Ghana and how to resolve them. As a result, the goal of this research is to fill up the gaps left by previous studies in terms of geography, periodicity, empirical data, and methodology. The objective of this study is to look at the sources of conflict at Tamale Technical University in Ghana's Northern Region, as well as the ways for resolving them.

THEORETICAL FRAMEWORK

Conflict Management Theories

There are enormous theories that explain conflict and conflict manage such as the deprivation theory, the control theory, game theory, action-reaction models, narrow/wide and subjective/objective approaches. Thomas (1992) attributes these interest in conflict and conflict resolution theories to the earnest desire of humanity for peace and the need to find this peace in the absence of war. For the purpose of this study, the decision theory, the narrow and wide approaches and the subjective/ objective approaches will be adopted as a framework to examine sources of conflict and its management in the Tamale Technical University.

Decision Theory

The decision theory of conflict management as expounded by Binmore (2015) posits that conflicts can be well managed if the actors involved choose the methods which have the

highest propensity to yield best expected outcome or value. This means that actors involved in conflict management should be as rational and objective as possible and make decisions devoid of any sentiments or ulterior motives. The adoption of this theory aided the researchers to explain the sources of conflict which has spawn over a decade now and how it is resolved. The decision theory however does not provide an inside into what make people rebel against authorities in higher institutions of learning in Ghana. To manage conflicts effectively, however, one will need to know the root causes of such conflict. The researchers therefore, adopted the Narrow/Wider theory of conflict management to augment the gap left by the Decision Theory.

Narrow/Wider Approach Theory of Conflict Management

According to Jeong (2009), the Narrow approach put emphasis on the disruptive nature of conflicts. It is akin to the Tradition Conflict Theory which sees conflicts as entirely disruptive and should be removed. By this approach, conflict is better managed by eliminating it completely through military approach. Ohbuchi et al. (2010) criticise this theory for its lack of appreciation about consensus building. They further explain that such Military Approach can only repressed conflicts but will never resolve it. The Wider Approach theory therefore is more recommended. The wider approach, as explained by Jeong (2009) looks at conflict beyond the destructive nature of it. It examines the social structures that are conducive for the development of conflict situations and tries to eliminate them. In the management of the conflicts in the Tamale Technical university, managers of the institution could focus on both the narrow and wider approaches so that while the violence is quelled by the leaders, the statutory authorities could explore the social structures which give rise to mutually incompatible goals or interest such as unequal access to resources in the institution. Binmore (2015) recommended this approach when he says that if conflicts are centred on power and authority the narrow and the wider approach is the best method to adopt in managing such conflicts. This approach, however, centres on the structural causes of the conflict but exclude the agent-specific factors that may give rise to conflict. The Subjective/Objective Approach will be adopted to explain how individual or group values can determine the resolution or not of a particular conflict.

Sources of Conflict and Management Strategies

Faculty recruiting choices, insufficient free space, personality conflict, certain faculty members' belief systems, limited resources, diversity challenges, and faculty retention, according to Stanley and Algert (2007), are some of the reasons of conflict at institutions of higher learning. Work interdependence, variances in performance standards and incentive systems, differences in unit and subunit focus and objectives, and differences in status and jurisdictional ambiguity are all sources of role conflict in universities (ibid). Other reasons of conflict at Tertiary Institutions, according to Ndum (2013) and Hamayun et al. (2014), include personal or behavioural differences in background, personal qualities, values, communication, perceptions, attitudes, and emotions.

Fatile and Adejuwon (2011) looked at conflict and conflict resolution tactics in higher education, with a focus on Nigerian universities. According to the conclusions of the research, students at Nigerian tertiary institutions are involved in conflict for many reasons, and the result of such conflicts is the prolongation of academic activities, as well as the loss of life and property. It suggests that school leaders handle crises in higher education institutions in a more democratic manner. The research found that maintaining a positive connection between students and school officials, as well as including students in school decision-making, were the most successful techniques for resolving crises at tertiary institutions.

Din et al. (2012) stated that all faculty members should be made aware of the benefits of conflict management in their departments based on the results of their research. Conflict resolution training programs for academics in general and administrators in particular should be developed. Conflict resolution skills should be taught to faculty at both public and private colleges.

Agbonna et al. (2009) emphasized the importance of building a constructive communication process and an influential conflict negotiator's personality in resolving university dispute. Although schools cannot avoid conflict, most of it may be controlled and steered away from interrupting school attempts to achieve its apparent and latent objectives provided the warring parties are methodical in their communication of their concerns.

In addition, Bampoh-Addo and Ansah-Koi (2015) conducted research on conflict resolution in higher education institutions in Ghanaian public universities. The research enlisted the help of 240 faculty members who were chosen at random. The study's findings imply that current institutional methods for resolving faculty promotion-related issues should be modified in order to account for conflict dynamics. Faculty and administrators agree that improving the resolution of promotion-related conflicts in Ghana's public universities requires transparency, fairness, and honesty in faculty promotions; independent bodies within the institution; clear guidelines on modalities in faculty promotions; effective communication in dealing with faculty promotions; and eliminating delays in faculty promotions.

Din et al. (2017) conducted research in Khyber Pakhtunkhwa, Pakistan, to learn more about conflict management practices at public and private institutions. The findings show that conflict was more severe in public sector universities; interpersonal conflict was more widespread in public sector universities, but task conflict was more prevalent in private sector universities. Faculty at both kinds of institutions utilized integrating, compromising, and avoiding methods to handle conflict in the institution, according to the findings.

With a sample of 500 participants, Osakede et al. (2018) performed a study on conflict management at selected institutions in south-western Nigeria. Conflict management has fostered stakeholder engagement in decision-making and conflict resolution at the chosen institutions, according to the study's findings.

Erturk (2022) undertook a study to investigate causes of conflict, effects and methods of solving conflicts in Bolu, Turkey using a case study design. The results of the study indicated that unwillingness to come to school, loneliness, stress and anxiety, decrease in organisational commitment, unhappiness, withdrawal and anger, wanting to leave school as causes of conflicts in the schools.

Besides, one of the most important results of the study is to reveal some elements such as effective communication, fulfilment of duties and responsibilities in a timely manner, organizational fit, behaviour of teachers and administrators in accordance with the rules of professional ethics and business ethics, teamwork and cooperation in schools which have no conflict.

Abdul et al. (2023) conducted a research on conflict management and teachers job performance in selected senior secondary schools in Kogi state in Nigeria using 341 study participants. The study revealed that unfavourable condition if service, late payment of entitlements, managerial inefficiency, misunderstanding, organisations role ambiguity, conflict of interest over school's resources etc. as sources of conflict in the schools. The findings of the study further indicated that welfare scheme for teachers, dialogue, regular payment of salary and arrears to teachers, management open door policy and mounting of suggestion boxes around the school premises as some of the effective conflict management strategies.

METHODOLOGY

Study Setting: The Tamale Metropolis (TAMA)

The Tamale Metropolis is situated in the Northern Region's heart. It is one of the Northern Region's 20 districts (TAMA, 2010). The Tamale Metropolis, often known as the "Pride of the North," is home to several educational institutions, including primary, secondary, and higher Universities. Two (2) Colleges of Education, one (1) Technical University, one (1) Traditional University, and one (1) Private University serve the Tamale Metropolis.

Study Design

The research used a qualitative approach and a descriptive design. The qualitative technique was ideal since it allowed the researchers to engage one-on-one with the study's respondents and get a comprehensive knowledge of conflict origins and management at Tamale Technical University. In addition, this study used an interpretivist research theory (Angen, 2000), which emphasizes the subjective account delivery of respondents' original experiences. This study approach guaranteed appropriate conversation between the interviewer and the respondent, resulting in a significant impact (Guba & Lincoln, 1994). In this respect, the study framework was given the essential flexibility, which assisted in capturing meanings in human interaction and making critical sense of what is believed to be true (Mumin et al., 2018).

Population and Sampling Strategy

Lecturers, departmental heads, administrators, and members of the Teachers and Educational Workers Union (TEWU) at Tamale Technical University were the study's target group. The multi-stage sampling method was used in this investigation. The institution was purposively chosen since it was under the jurisdiction of the Ghana Tertiary Education Commission (G-TEC) (a body mandated to be in-charge of all tertiary institutions in Ghana). Purposive sampling, according to Tansey (2007), is a form of selection in which the researcher's knowledge of the population and the study's objective influence the procedure. If the study requires interviewing a pre-determined and visible group of actors, the researcher may be able to identify the specific respondents of interest and sample those judged most relevant for the study's purposes.

Four (4) heads of departments, four (4) administrators, four (4) lecturers, and four (4) TEWU members from the University made-up the research sample of sixteen (16) participants. For lack of a sampling frame, the heads of departments and administrators were purposefully chosen, whereas lecturers and TEWU members were sampled using the convenience sampling approach. These individuals were chosen for their many years of experience and competence working with the Tamale Technical University, as well as their crucial roles within the University.

Methods and Tools of Data Collection

Data was gathered via in-depth interviews (IDI) and key informant interviews (KII). The purpose of employing an in-depth interview was to collect detailed information on the institution's sources of conflict and its management tactics. In-depth qualitative interviewing is referred to as' responsive interviewing' by Rubin and Rubin (2005). The goal of responsive interviewing is to get a deep comprehension of the examined issue rather than a broad understanding. In-depth interviews with key informants, according to Kvale (1996), are aimed to obtain a vivid picture of the participant's viewpoint on the study issue. As a result, an in-depth interview and Key Informant Interview schedules were created and employed as data collecting tools. The interviews were done in private, without the presence of a third party. With the participants' consent, a tape recorder and mobile phones, as well as field notes, were

used to record replies, which were then transcribed for data analysis. Some of the subjects discussed were conflict origins and management measures.

Measurement of Variables

Participants' perceptions of sources of conflict and conflict resolution procedures were measured using in-depth interviews (IDI) and key informant interviews (KII), which provide more accurate, in-depth, and informed findings.

Data Trustworthiness

To verify the reliability of the data, the instrument was pilot tested, and the individual components of the interview guide were cross-checked and validated for consistency by senior research fellows, who then recommended adjustments based on their findings. In addition, replies to questions were checked by asking the same question to the respondents in a different way to ensure consistency in the responses. In addition, following completion of data collection, respondents were contacted again to reconcile some of their replies with the previous one, a procedure known as member verification and debriefing.

Data Analysis

To guarantee appropriate knowledge of the topics included in the research, the initial phase required transcriptions and reviewing transcripts and field notes. The initial phase was completed with a distinct summary of each transcript detailing the important points, which was followed by continuous modification and refining of data. The field notes and audio recordings were transcribed and presented as summaries of each transcript, which were then reviewed. Direct quotations from respondents as well as content analysis were used to analyse the data. Dismantling, segmenting, and reassembling data to generate meaningful results in order to make conclusions is the core process of qualitative data analysis (Boeije 2010). Content analysis is a typical way of interpreting meanings from textual data, according to Sarantakos (2005), as mentioned in Wahyuni (2012). Both quantitative and qualitative researchers in the social sciences have employed this method, according to Silverman (2011). The goal of qualitative content analysis is to represent reality via the discovery of meanings in textual data. This research followed all of these procedures to the letter.

The coding approach was used to analyse the qualitative data in the second stage. In practice, qualitative content analysis, according to Wahyuni (2012), employs the coding approach. Labelling is what coding entails. It is the process of assigning a code to each category of data that represents the main subject. Seale and Kelly (1998) observed that when a researcher is presented with an interview transcript, descriptions of observations, or other qualitative material, he or she must develop a set of codes that reflect the research project's initial goals and account for any unexpected issues that arise during data collection. Coding provided the study with a formal framework to organize the data at this point, allowing the researchers to discover and record new connections inside and between ideas and experiences in the data. The coding procedure included creating a code framework, finalizing it, and using it to create analysis themes. As noticed by the author, the evolution of the codes and code structure proceeded until theoretical saturation was achieved, at which point no new ideas arose through subsequent data reviews and coding (Bradley et al., 2006). The programming structure had been declared complete at this point, and themes had been created. The last phase was a thorough assessment of each transcript's summary and spoken presentation.

Ethical Approval

Ethical permission was requested, and all research procedures were followed to the letter. All norms and regulations pertaining to information confidentiality and anonymity were strictly

adhered to. Participants were given written permission to fill out and sign consent forms voluntarily, and no one was coerced to participate in the research.

RESULTS AND DISCUSSION

Sources of Conflict in the Tamale Technical University
The study sought to examine and find out from the participants the sources of conflicts among academic staff and strategies of resolving conflict in the Tamale Technical University. It was revealed from participants' responses that there were various sources of conflict in the Tamale Technical Universities as outlined below:

The decision by the institution to run Higher National Diploma (HND) alongside technical programmes brought about a conflict between the technical school teachers and the non-technical teachers. This situation led to a crisis which resulted in the separation of these two programmes. This was brought to light during an interaction with a participant in his office. He remarked that:

"Till date we still encounter those challenges where the institution is running technical programmes and non-technical programmes and the disparity in the social status of the lecturers handling courses in those two areas is a worrying trend" (Male participant, 50 years).

Another source of conflict in the technical university as identified by the respondent has to do with remuneration in terms of salary determination which were not the same between the teaching and non-teaching staff. For instance, a participant explained that;

"a registrar was pegged at the level of a professor and the experiences that a registrar need to get to professorial level is different from what a teaching staff requires and this situation was considered as unfair by the teaching staff of the technical university" (Male participant, 46 years).

Additionally, human behaviour and inter-personal issues were also seen as one of the sources of conflict in the Technical University due to ethnicity. There are various tribes working in the institution and a situation where one ethnic group is perceived to be favoured in terms of holding key positions in the institution, led to some kind of antagonism between one tribe and the other. In an interview with a participant at Sakasaka, a suburb of Tamale, the participant bemoaned this situation and emphasised that:

"Historically, Northerners had links with the Hausa in Nigeria through the Tran-Saharan-Trade. Even the Yana was literate in terms of Arabic and the Europeans used the Dagombas as slaves. So while the south people were being educated, the northerners were being enslaved. So the Dagombas and the Gonjas did not like schooling because of their background, so by the time the Dagombas started schooling, they realised that all the key positions in the Institution were occupied by other tribes and they became uncomfortable. Not until 2004 when the institution had its first Dagomba Council Chairperson, al the other Council Chair persons came from other tribes" (male participant, 54 years, Sakasaka, Tamale).

This result is in tandem with previous research findings of Din et al. (2017) that sought to suggest that interpersonal conflict was more prevalent in public Universities.

Another source of conflict in the Tamale Technical University was the growth of the population of the University without corresponding economic growth. According to a participant during a key informant interview in his office at the Tamale Technical University:

"our main source of funds is the fees (85%) and the Ghana Education Trust Fund (GETFUND) but the number of the staff grew substantially over the period. For instance, the number of staff in the registry grew from 3-20 and as for the lectures, it cannot even be counted" (Male participant, 55 years, Tamale Technical University).

Competition from the University for Development Studies (UDS) was also seen as a threat to the existence of the Tamale Technical University. A key informant during an interview at Yapalsi, a suburb of Tamale, lamented that:

"According to the admission policy of UDS, no admission form should go unattended to so far as the student did not get E8 and F9 and this means that almost all the students were running to UDS instead of coming to the Tamale Technical University and because of that lecturers cannot be given incentives as it used to be the case" (Male participant, 42 years, Yapalsi, Tamale).

Furthermore, lack of office space for teaching staff of the institution was also another source of conflict in the Tamale Technical University. A participant during an interaction noted that:

"There is the situation in this University where even an assistant registrar has a well-furnished office while the senior lecturer operates from his car as his office, this is an unfair situation and how do you expect a lecturer to be effective with this sort of thing" (Male participant, 42 years, Yapalsi, Tamale).

Relationships between lecturers and female students was also another source of conflict in the Tamale Technical University. This brought up a situation where there was some perceived conflict between female students and lecturers and a conflict between the lecturers and supposedly '*boyfriends*' of the female students. This is coming on the background of the British Broadcasting Corporation (BBC)'s sex for grades documentary which allegedly caught some lecturers at University of Ghana and University of Legos engaging in sex for grades. This also came to light during an interview session with a participant at the premises of the Tamale Technical University. He remarked that:

'*Everyman is susceptible to women influence though at various levels unless you are not a man"* (male participant, 42 years, Palsi).

Another respondent while bemoaning such a situation observed in an interview that:

"It is always difficult dealing with this kind of conflict usually because there is always no ample evidence to support such claims and moreover the issue of who is telling the truth is also very paramount. Sometimes female students who are lazy want to take advantage of lecturers in order to get grades that they do not deserve and they initiate these relationships on one hand. Whilst on the other hand some lectures are also guilty of the issue even though it is very difficult to ascertain the truth on such matters" (male participant, 48 years, Choggu).

This even lead to personality attacks and the "pulling him down' syndrome using female students to bait targeted officials. He recounted his experience during the interaction:

"A student lady came to my office dressed seductively and asking me to have sex with her in the office which is quite unusual of female students. I sacked her from my office and few minutes later I came out to do ablution and the scene outside suggested to me that the lady was sent to lure me into having sex with her so that those people can take me on" (Male participant, 54 years, Education Ridge, Tamale).

Another source of conflict is between students and school management. Students may engage in agitation for one reason or the other against school management and such conflict usually leads to the destruction of school properties, closure of the school and prolonged academic calendar if it is not handled with care. This result confirms the findings of Fatile and Adejuwon (2011) whose findings suggest that there were several agitations against management of the University which sometimes leads to destruction of school properties, closure of the school and prolonged academic calendar. This result, however, contradicts Maunjiri and Uzhenyu (2017) assertion that conflicts do always leads to destruction of properties but can also result in positive outcomes sometimes in certain institutions.

Another source of conflict in the Tamale Technical University has to do with promotions of faculty staff. The way the promotion process is handled and the bureaucratic process involved which normally causes delay in the promotion of faculty staff usually leads to agitation by faculty staff as they demand what is due them.

These results are consistent with findings and recommendations made by Bampoh-Addo, and Ansah-Koi, (2015) which suggested that there is the need for transparency, fairness, and honesty and clear guidelines and modalities in faculty promotions.

The results are also in agreement with findings of Bondesio (1992), Barsky (2002) and Stanley and Algert (2007) which listed communication factors, competition, hierarchy, stressful work environment, changes in the structure of the University, appointments and promotion processes among other factors.

Strategies for Conflict Resolution in the Tamale Technical University

The study findings indicated that one of the conflict management strategies of the Tamale Technical University was sharing positions to qualifying people taking into consideration their ethnic background. This means that the university has a policy to the effect that no ethnic group is allowed to take everything in terms of key positions in the faculties and departments. Another strategy of resolving conflict in the University was rotation of positions so that everybody will have the opportunity to enjoy the social status and the incentives that come along with such positions. These strategies were revealed during an in-depth interview session with a participant:

"giving positions people who are deemed qualified nut taking into consideration their ethnic background too so that no group will feel threatened by the other. Rotation of positions is also another conflict resolution strategy here. This is to make sure that everybody get his/her share of the national cake."" (Female participant, 43 years, Tamale Technical University).

Furthermore, resources generated by the university were allocated equally based on criteria agreed upon by all so that one group would not feel cheated in the process. Another conflict management style was organizing workshops and training on conflict management for faculty members to be abreast with trends of dealing with conflict in their respective departments. Using convocation meeting to address the concerns of staff, offers them the benefit of meetings university managers to air their concerns and grievances. These came to light during an interaction at the Tamale Technical University. A participant during an in-depth interview in his office that said:

"some other conflict management strategies are convocation meetings during which teaching staff have the opportunity to air their views and put forward their suggestions to management. Sometimes too training workshops on conflict management are organized for faculty members to build their capacities" (Male participant, 52 years, Tamale Technical University).

Another respondent also noted in an interview that:

"the head should be ready to take all the bullets because this category of lecturers are young with funny ideas and it was realized that after convocation, tensions come down" (Female participant, 39 years, Tamale Technical University).

This result is in tandem with the recommendation of Din et al. (2012) which suggest that conflict management training programmes should be designed for the faculty members and administrators.

CONCLUSION AND RECOMMENDATIONS

This study was embarked upon to examine the sources of conflicts and ways of resolving them in the Tamale Technical University. The descriptive research design and the qualitative strategy were employed. In-depth and key informant Interviews were used to solicit responses from sixteen (16) study participants. The result of the study shows that unequal resource allocation, office space, competition from University for Development Studies (UDS), political interferences, relationships and ethnic issues were cited as some of the sources of conflicts in the institution. Some of the conflict management strategies adopted by the managers of the institution were: even allocation of resources and key positions, workshops and training on conflict management, convocation and committee meetings. The research recommends that these management strategies are adhered to so as to minimise if not eliminate conflict entirely in the institution.

COMPETING INTEREST

The authors declare no competing interest.

ETHICAL APPROVAL

The ethical issues were seriously taken into consideration in the course of conducting this research. Participants were provided with consent form to fill voluntarily and anybody who decided not to be part of the study was not coerced to do so. Anonymity and confidentiality of information given by participants was also duly ensured.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

REFERENCES

Abdul, L., Enefu, S., M., & Yunusa, E. (2023). Conflict Management and Teachers' Job Performance in Senior Secondary Schools in Kogi State, Nigeria. *International Journal of Management & Entrepreneurship Research*, 5(6), 418-44.

Adeosun, K.G., Onifade, C.A., Sodiya, C.I., Fapojuwo E.O., & Abiona, B.J. (2014). A study of the Prevalence of Conflicts among Employees of Selected Tertiary Institutions in Ogun State, Nigeria. *Journal of Emerging Trends in Economics and Management Sciences, 5*(1), 87-92.

Agbonna, S.A, Yusuf, A., & Onifade, A.B. (2009). *Communication and conflict manager's personality in school Security and conflict management*. Paper presented at the 25th Annual National Conference of the Social Studies Association of Nigeria, Held at Michael Otedola College of Primary Education, Noforija, Epe, Lagos State, from 17th - 20th November.

Angen, M. J. (2000). Evaluating interpretive inquiry: Reviewing the validity debate and opening the dialogue. *Qualitative Health Research, 10*(3), 378–395.

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.

Binmore, K. (2015). Rationality. In *Handbook of game theory with economic applications* (Vol. 4, pp. 1-26). Elsevier.

Boeije, H. (2010). *Analysis in Qualitative Research*. London: Sage Publications.

Bradley, H., E., Curry, A., L., & Devers, J., K. (2006). Qualitative data analysis for health services research: Developing taxanomy, themes and theory. *Health Research and Educational Trust, 42*, 1758-1772.

Din, S., Khan, B., Rehman, R., & Bibi, Z. (2011). An investigation into conflict management in public and private sector universities. *African Journal of Business Management, 5*(16), 6981-6990.

Din, S., Khan, B., Rehman, R., & Bibi, Z. (2012). An Inquiry into Conflict Management Strategies: Study of Higher Education Institutions of Khyber Pakhtunkhwa, Pakistan**.** *International research journal of social sciences and management, 2*(5), 24-.36.

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) (Special Issue), 274-288.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Thousand Oaks: SAGE Publications, Inc.

Jeong, H.-W. (2009). *Conflict management and resolution: An introduction*. Routledge.

Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing.* London: Sage Publications.

Maunjiri L., & Uzhenyu D. (2017). An Examination of Conflict Management Strategies in Secondary Schools. A Case Study of Highfield-Glen Norah District in Harare Metropolitan Province. *Journal of Business and Management, 19*(10), 59-68.

Mumin, A. A., Gyasi, A. M., Segbefia, A. Y., Forkuor, D., & Ganle, J. K. (2018). Internalised and Social Experiences of HIV-Induced Stigma and Discrimination in Urban Ghana. *Global Social Welfare, 5*(2), 83-93.

Osakede, K.O., Ijimakinwa, S.O., Adesanya, T.O., & Ojo, A.D. (2018). Conflict management in tertiary institutions: A study of selected universities in south-western Nigeria. *Africa's Public Service Delivery and Performance Review*, *6*(1), 2130-2195.

Prasad, V. P., & Radhika, B. (2018). Impact of "workplace conflict management strategies" on organizational performance (with reference to private sector banks). *International Journal of Pure and Applied Mathematics, 118*(15), 71-76.

Rubin, H., J., & Rubin, I. (2005). *Qualitative Interviewing: The Art of Hearing Data* (2nd ed.). Thousand Oaks, California: Sage Publications.

Seale, C., & Kelly, M. (1998). Coding and analysing data. In C. Seale (Ed.), *Researching society and culture* (pp. 146-163). London: Sage.

Thomas, K. W. (1992). Conflict and conflict management: Reflections and update. *Journal of Organizational Behavior, 13*(2), 265-274.

Wahyuni, D. (2012). The Research Design Maze: Understanding Paradigms, Cases, Methods and Methodologies. *JAMAR*, *10*(1).