CONFLICT MANAGEMENT AND INSTITUTIONAL PERFORMANCE: A STUDY OF FEDERAL UNIVERSITY, OYE-EKIKI, EKITI STATE, NIGERIA.

BY

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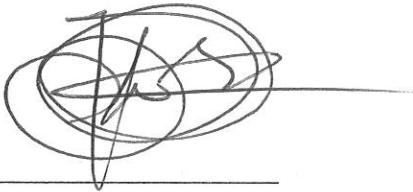
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CERTIFICATION

I hereby certify that **FAKEYE OLUWASEUN OLALEKAN** with the Matric Number: **SOC/14/2067** carried out this project in the Department of Sociology, Faculty of the Social Sciences. Federal University, Oye-Ekiti, Ekiti State. In partial fulfilment of the requirements for the award of Bachelor of Science in Sociology (B.sc Sociology).
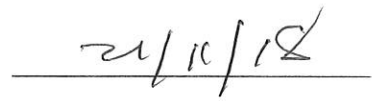

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i

DEDICATION

This project work is dedicated to Almighty God for his invaluable mercies over this project and to my parents for laying a good foundation on which I stood to attain to this level and to my wonderful project supervisor.

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TABLE OF CONTENTS

Contents   **Pages**

CHAPTERONE: INTRODUCTION

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS AND DATA INTRERPRETATION

CHAPTER FIVE: SUMMARY, DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

LIST OF TABLES

Abstract

Efficiency in conflict management definitely has effect on institutional performance. In the course of this research, the meaning of conflict and its resolution methods are established and the preference of the management and resolution measures and their effects on institutional performances as a study in the Federal University, Oye-Ekiti. In studying the effects, the various types, levels and dynamics of conflict are examined to effectively establish the effect of conflict management on institutional performance. Their relationship is a mutually substantial one, as conflict management does have an effect on institutional performance. The purpose is to enhance the working capacity or the effectiveness of the institution. The realization of the effect is to improve operation and effectiveness through effective conflict management mechanisms. The source of data in this research is purely through primary data by using questionnaires distributed to the staffs and other management bodies. Hence, data are manually edited and analysed, collected from the questionnaire by generating data, and other methods were also used. Hence, one hundred and fifteen (115) respondents from different faculties in the institution helped in the administering of the questionnaires. The findings show that some respondents strongly agree with the indices as impact of conflict on productivity. There are 66.1% of the respondents that strongly agree that conflict always affect worker's mind set of work, that conflict make workers to stay away from work, others are also without doubt with their views. Conclusively, this study established that efficient management of conflict and institutional management both have a mutually substantial relationship. Personifying the fact that effective conflict management has effects on institutional performance efficiently.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The concept of conflict, because of its ubiquity and pervasive nature, has acquired a multitude of meanings and connotations, presenting us with nothing short of semantic jungle. Like other terms, conflict generates considerable ambivalence and leaves many scholars' and administrators quite uncertain about (1) its meaning and relevance; and (2) how best to cope with it. Conflict situations are inevitable in one's personal life, in organizations or even between nations. Conflict is a process in which one party suggests that its interests are being opposed by another party. As a rule, people see only the observable aspect of conflict – angry words, actions of opposition, etc. But this is only a small part of the conflict process (Mashanne and Glinow, 2008).

Conflict is an inseparable part of people's life. It is a perpetual gift of life, although varying views of it may be held. Some may view conflict as a negative situation which must be avoided at any cost. Others may see it as a phenomenon which necessitates management. Still, others may consider conflict as an exciting opportunity for personal growth and so try to use it to their best advantage. Wherever one may fall on this continuum of viewpoints concerning conflict, seldom would one expect to be in a continual state of conflict as the basis for employment (Nebgen, 1978).

Conflict theory is significant to the role of the administrator, but it emanates primarily from fields such as business, sociology, psychology, etc.

According to Coser (1967), conflict is a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate the rivals. It is also defined from communication perspective as "an expressed struggle between at

least two interdependent parties who perceive incompatible goals, scarce rewards and interference from other parties in achieving their goals (Hocker and Wilmot, 1985). According to Wikipedia, organizational conflict is a state of discord caused by the actual or perceived opposition of needs, values and interests between formal authority and power and those individuals and groups affected. There are disputes over how revenues should be divided and how long and hard people should work. There are jurisdictional disagreements among individual departments and between unions and management. There are subtle forms of conflict involving rivalries, jealousies, personality clashes, role-definitions and struggles for power and favor. There is also conflict within individuals' between competing needs and demands to which individuals respond in different ways.

Since conflict is seemingly unavoidable, it is obviously necessary for managers to be able to recognize the source of the conflict, to view it is constructive as well as destructive potential, to learn how to manage conflict and to implement conflict resolution technique in a practical way (Fleerwood, 1987). However, in the last 25 years, many scholars have changed their views concerning conflict. Conflict is now seen as having the potential for positive growth. Deetz and Stevenson (1986), list three assumptions that indicate that conflict can be positive. Their belief is that management of conflict serves as a more useful conception of the process of conflict resolution. Their assumptions are as follows:

(a) Conflict is natural;

(b) Conflict is good and necessary; and

(c) Most conflicts are based on real differences.

That conflict is good and necessary is suggested because conflict can stimulate innovative thinking when properly managed. Lacking conflicts, thought and action are performed because

they are habitual. Conflicts allow an examination of necessity of these thoughts and actions. The third assumption points out that people are frequently timid in facing the reality that legitimated differences may exist and instead blame conflict on poor or non-existent communication. It may seem easier to live with unresolved misunderstanding than to face the fact that real, fundamental differences do exist and so demand recognition and management (Deetz et al, 1986).

However, conflict in organizations is a daily occurrence because a consensus of opinion concerning rules governing the organization seldom exists among staff and line employees. They see one another as adversaries and not as partners working in the same organization or institution gearing efforts towards a common goal as the case should be anywhere globally. There are potentials for conflict in practically every decision that the manger must make. Coping efficiently and effectively with potential and bonafide conflicts is possibly one of the most important aspects of the manager's position (Nebgen, 1978). Against this background is the necessity for this study which is aim to investigate the effects of conflict management on work performance among staff in Federal University Oye-Ekiti.

1.2 Statement of the Problem

It is generally accepted that conflict is inevitable in every form or sphere in the society, in fact, it is integral in the societal setup and comes of different forms which has been exemplified. The issue of conflict between management and staff is a very central factor or situation happening in the educational sector today which has had an effect on performance of the school at large. Conflict do not just spring up just like that, something stirs it up and therefore it is nightly known to book at the causes of different forms of conflict that occurred between the management and the staff. What are the causes of conflict which are regarded to institution's problem? It can be as a result of salaries or allowances not been payed. It can also be seen as

3

result of recognition and promotion not been given when due. As well, embezzlement of funds by the management, it can be in form of disciplining of the staffs etc. All these sum up the reason why the staffs tend to go into conflict when issues like this are not been attended to or noted by the management, which led to protest, strike, etc. To show their displeasure on issues that affects them (staffs). In addition, this form of conflict has created a form of effect on institution performances, when conflict arises between the management and the staffs, the students are at the receiving end of the conflict.

From this insight above, there have been some methods to which conflicts can be resolved between the management and the staffs, several methods are employed in order to curb conflict so that progress and change can come in. With respect to this, it would be of help to know how effective are those methods used in curbing conflict in the institution. There are different methods of conflict management and their applications are different, that is, the method employed in one institution or organization might not be employed in another organization. For example, there is some institution that employed mediation (third party) to resolve conflict. All other methods would be seen as indifferent and the most suitable one is when they involve a third party in solving the issue. Some other organization, for example, some higher institutions might employ negotiation, infact, this is one the methods always used regarding salaries been paid and all, we see the management holding several meetings with the staff negotiating on the basic of effective change.

1.3 Expected Contribution to the Study to knowledge

In as much as conflict in unavoidable, inevitable and inconclusivable, it then mean every organisation, institution, society or individual or group should then do everything possible to manage or control conflict well such that the benefits of conflicts will be

attain anytime and anywhere. To this end, this study will add to the existing scholarly materials on this subject matter so that anyone working on related issue will find some of these materials if not all useful in their present work. Also, this study will contribute to other works in the area of theory and methodology.

Furthermore, this study unravelled the nature of conflict that occurs in Federal University Oye-Ekiti, it has also identified the causes of conflict in the institution. This study denuded the actors that participate in conflict at Federal University Oye-Ekiti.

More importantly, this study investigated the effects of conflict on work performance and productivity in Federal University Oye-Ekiti.

1.4   Objective of the Study

The main objective of the study is to investigate the effects of organisational conflict on work performance among staff of Federal University Oye-Ekiti. The specific objectives of the study are to:

i. Identify the causes of conflict in the institution.

ii. Examine the different strategies of conflict management in the institution.

iii. Explore the extent to which these strategies are effective.

iv. Investigate the impact of conflict on worker's productivity.

v. Determine the impact of effective conflict management on organizational performance.

1.5   Research Questions

The study has addressed the following questions;

i. What are the causes of conflict in the institution?

ii. What are the different strategies of conflict management in the institution?

iii. To what extent are these strategies effective?

iv. What is the impact of conflict on worker's productivity?

v. What is the impact of effective conflict management on organizational performance?

1.6 Scope and Limitation of the Study

This study focuses on the effect of conflict management and institutional performance in Federal university, Oye- Ekiti. The scope of the study is restricted to both Oye and Ikole campuses. The followings are the limitations of the study;

1. Uncooperative attitude of some staff of FUOYE who refused to complete the questionnaires given to them. Their refusal to cooperate adversely affected the amount of data collected through primary sources.

2. Financial Constraint: the study could have been very extensive if more institutions were included. But the researcher could not afford the cost involved.

3. Time Constraint: the researcher could not complete the study within a record time because of the pressure of other academic works on him.

1.7 Operationalisation of Terms

Conflict: This refers to some form of friction, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group.

Organization: This is an entity comprising multiple people, such as an institution or an association, that have a collective goal and is linked to an external environment.

Productivity: Is the relative efficiency of economic activity, that is, the amount of products or services produced compared to the amount of goods and labor used to produce it.

Idiosyncrasy: This a mode of behaviour or way of thought peculiar to an individual.

Goal: This is an idea of the future or desired result that a person or a group of people envisions,

plans and commits to achieve.

Goal congruency: This is the consistency or agreement of individual goals with company goals.

Strategy: This is an action that managers take to attain one or more the organization's goal.

Corporate Organization: Is a business or organization formed by a group of people and it has rights and liabilities separate from those of the individuals involved.

Disharmony: A lack of agreement about importance things which causes bad feeling between people or groups of people.

Management: Is the administration of an organization, whether it is a business, non profitable organization, or government body.

1.8 SYNOPSIS OF THE STUDY

This research work comprises of five [5] chapters which has different understanding and application to the topic "CONFLICT MANAGEMENT AND INSTITUTION PERFORMANCE".

Chapter one entails the introductory part, which have the background to the study, a brief insight of the study. It further gives an understanding or statement on how it is been seen as a problem to be solved with the objectives of the study, research questions, expected contribution to the study of knowledge, scope and limitation of the study, operational of terms, synopsis of the study and a brief history of the case study.

Chapter two entails literature review, which has the scholarly contributions or understanding about the effect of conflict management and institutional performance. It also comprises of the theoretical framework, looking at the theory that explains this research study.

Chapter three deals with the methodology, looks at the research design, source of

data, study location, study population, sample size, sample technique, instruments, procedure, description of the questionnaire, validity of the instruments, data analysis and the ethical consideration.

Chapter four comprises of the data presentation, coding, analysis and interpretation, data collected through questionnaires that was collected was analyzed to have a result to the study.

Chapter five which is the last chapter of this study comprises of the summary, discussion of findings, conclusion and recommendations for the study.

1.9 BRIEF HISTORY OF FEDERAL UNIVERSITY OYE-EKITI (FUOYE)

Federal University Oye-Ekiti is a government-owned and operated Nigerian University. The university is in the ancient city of Oye-Ekiti, The University was founded in 2011 as the Federal University Oye-Ekiti by the federal government of Nigeria, led by President Good luck Jonathan. Federal University Oye-Ekiti offers undergraduate programs in fields of specialization spanning Agriculture, Arts, Management sciences, the Social sciences, Engineering, Education and sciences. The university has 7 faculties and a school of postgraduate studies.

The Federal University Oye-Ekiti is a Federal University of Nigeria, poised to take education to the next level not only in sub-Saharan Africa but indeed to the rest of the world. Established in 2011, offers students from all backgrounds degrees in Agriculture, Engineering, Social Sciences and Sciences as well as Arts, Management sciences and Education. The school had their first graduating set in 2015, with maiden convocation in April, 2017.

Federal University Oye-Ekiti (FUOYE) was one of the nine Federal Universities established by the Federal Government of Nigeria, pursuant to an executive order made by the former President of the Federal Republic of Nigeria, His Excellency, Dr. Goodluck Ebele Jonathan, GCFR. Federal University Oye-Ekiti, whose pioneer Vice Chancellor, was Professor Chinedu Ostadinma Nebo, and the present Vice Chancellor Professor Kayode Soremekun who was appointed by the current President in 2016, has two campuses at Oye-Ekiti and Ikole-Ekiti and 7 Faculties with 53 Departments, namely:

❖ The Faculty of Agriculture (Agricultural Economics and Extension, Fisheries and Aquaculture, Soil Science, Animal Science, Crop Production and Horticulture, Food Science Technology, Water Resources and Agrometerology)

❖ The Faculty of Engineering (Agricultural and Bio-Resources Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Mechanical and Mechatronics Engineering, Material and Metallurgical Engineering)

❖ The Faculty of Social Sciences (Demography and Social Statistics, Economics and Development Studies, Psychology, Sociology, Peace and Conflict Resolution, Political Science, Mass Communication)

❖ The Faculty of Arts/Humanities (English and Literary Studies, Theatre and Media Arts, History and International Relations, Linguistics)

❖ The Faculty of Science (Animal and Environmental Biology, Biochemistry, Geology, Computer Science, Geophysics, Industrial Chemistry, Mathematics, Microbiology, Physics, Plant Science and Biotechnology)

❖ The Faculty of Education (Mathematics Education, English Education, Biology Education, Library and Information Science, Chemistry Education, Business Education, Agricultural Education and Educational Management)

The university is looking forward to the start of three more faculties in the next academic session, namely; Basic Medical Science, Pharmacy and Law with physical structures being put in place. FUOYE started her postgraduate school in February 2018, with Professor Bakare Ojo Rasaki as pioneer Dean

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Definition of Conflict

Conflict is endemic to all social life. It is an inevitable part of living because it is related to situations of scarce resources, division of functions, power relations and role-differentiation. Because of its ubiquity and pervasive nature, the concept has acquired a multitude of meanings and connotations presenting us with nothing short of a semantic jungle. Like other terms, conflict generates considerable ambivalence and leaves many scholars and administrators quite uncertain about its meaning and relevance and how best to cope with it.

The normative conception of conflict is strongly influenced by a preoccupation with stability and equilibrium in organizational design, links conflict to violence, destruction, inefficiency and irrationality.

1. This form of intellectual myopia was especially invidious in suggesting that administrators have the responsibility of avoiding, controlling or eliminating conflict.

2. Descriptive approaches challenge the whole basis and rationale of these assumptions. They permit us to depart from an outmoded paradigm by suggesting that any social interaction in which the parties (however they may be structured or defined) compete for scarce resources or values has the potential for conflict.

3. Using the term in a broad sense we suggest that conflict refers to all kinds of antagonistic interactions. More specifically, it can be defined as a situation in which two or more parties have incompatible objectives and in which their perceptions and behavior are commensurate with that incompatibility.

11

4. This definition is purposely broad. It suggests that conflict is a social phenomenon that is found in personal, group or organizational interactions.

As such it comprises several dimensions.

5. Fink distinguishes between antagonistic-psychological relations and antagonistic behavior, whereas,

6. Pondy observes that conflict is made up of antecedent conditions, affective conditions, cognitive conditions and behavioral conditions. We advance a conception of conflict which emphasizes its three, interrelated dimensions, namely: Conflict situation (the basic incompatibility), Conflict attitudes (range of psychological factors) and conflict behavior (set of related behavior).

7. Conflict refers to more than just overt behavior. Concentrating only upon its behavioral manifestation is an extremely limiting exercise. The three-dimensional conception of conflict emphasizes the need to consider the situation in which parties (individuals, groups or organizations) come to possess incompatible goals, their structure of interaction and the nature of their goals. We have to consider emotional (e.g. distrust) and cognitive (e.g. stereotyping) orientations that accompany a conflict situation as well as the range of action undertaken by any party in a situation of conflict.

Administrators often feel that discussions of fundamental terms are merely academic. This is not always the case. Effective action and sensible responses depend upon clear thinking and systematic analysis. Understanding must precede action. If administrators consider the problem of conflict and understand that conflicts stem from ineradicable human qualities and are related to situations of interdependence, scarce resources and perceptions of incompatibility, they might readily accept conflict and recognize its values

provided, that is, they are properly aware of "conflict management" and the need to find a solution. Both conflict management and a satisfactory solution are easier to attain when it is accepted that what we normally call conflict is a complex, multidimensional phenomenon. It is not caused by "inadequate" structures, nor is it undesirable. It is natural and inevitable and, properly managed; it is productive, relevant and creative.

Conflict is very important for any manager. It is rooted primarily in the fields of business, sociology and psychology, but not in communication or education. It is complicated to define conflict as it is difficult to come to a consensus concerning the definition of this term (Borisoff and Victor, 1998). The easiest way to understand the term "conflict" is to divide theories of conflict into functional, situational and interactive. The followers of the functional approach think that a conflict serves a social function and those who view a conflict as situational, suggest that conflict is an expression under certain situations. The third theory views conflict as interactive. Functionalists usually ask the questions: "Why is there conflict? What purpose does it serve?" while situationalists ask: When do we have conflict? Under what circumstances does it occur?" Interactionalists are: "how is there conflict? What methods and mechanisms are used to express it?"

One of the representatives of the functionalist school was George Simmel, the German Sociologists. In 1955, he defined conflict as designed to resolve divergent dualisms; it is a way of achieving some kind of unity, even if it will be through the annihilation of one of the conflicting parties". According to Simmel, conflict served as a social purpose and reconciliation came even with the total destruction of one party. Conflict socializes members into a group and reduces the tension between group members. Furthermore, Simmel determines three possible ways to end a conflict. Firstly, conflict may end with a

victory of one party over another; secondly, the conflict can be resolved through compromise; and thirdly, through conciliation. However, not all conflicts may be ended as discussed.

In 1967, Lewis Coser, an American sociologist and author of the Functions of Social Conflict gave the following definition of conflict: "The clash of values and interests, the tension between what is and what some groups feel ought to be." According to Coser (1967), conflict served the function of pushing society and was leading to new institutions, technology and economic systems. The most important contribution of Coser to conflict resolution was determination of the functional and dysfunctional roles of conflict.

A representative of the situationalists school, Bercovitch (1984), defines conflict as a "situation which generates incorruptible goals or values among different parties". For Bercvitch, conflict depends on the situation. Conflict arises because of different conditions, such as the influence of a person and external factors.

Concerning the interactive view, Folger (1993) defines conflict as "the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving these goals". This approach introduces two important concepts: Interdependence and perception. Interdependence is connected to such situations where one party's future actions depend on another party's actions. Another concept was mentioned by Tillett (1991): "Conflict does not only come about when values or needs are actually, objectively incompatibles, or when conflict is manifested in action; it exists when one of the parties perceives it to exist". Folger also sees conflict as coming from interdependent people (Tidwell, 1998).

Cross, Names and Beck (1979) define conflict as "differences between and among

individuals. The differences are created by the conflict, for example, values, goals, motives, resources and ideas. Hocker and Wilmot (1985) define conflict as "an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards and interference from the other party in achieving their goals" (Borisoff and Victor, 1998). Thomas (2005) defines conflict as a "disagreement in opinions between people or groups, due to differences in attitudes, beliefs, values or needs. In the business world, differences in such characteristics as work experience, personality, peer group, environment and situation, all lead to difference in personal attitudes, beliefs, values or needs".

From the above definitions, it is obvious that there is no just one practical definition of conflict. Each person has an individual way of thinking and behaves differently from others in similar situations. It can be concluded that conflict can affect everyone to varying extent (Leung, 2010).

2.2 Types Organizational Conflict

Conflict affecting organizations can occur in individuals, between individual and between groups. Conflicts within work groups are often caused by struggles over control, status, and scarce resources. Conflicts between groups in organizations have similar origins. The constructive resolution of such conflicts can most often be achieved through a rational process of problem solving, coupled with a willingness to explore issues and alternatives and to listen to each other.

- **Personal conflict**

A personal conflict involves a conflict between two people, most often from a mutual dislike or personality clash. According to Boston University FSAO, "Causes for

15

workplace conflict can be personality or style differences and personal problems such as substance abuse, childcare issues, and family problems. Organizational factors such as leadership, management, budget, and disagreement about core values can also contribute." University of Colorado–Boulder cites as primary causes of workplace conflict as poor communication, different values, differing interests, scarce resources, personality clashes, and poor performance.

Many difficulties in this area are beyond the scope of management and more in the province of a professional counselor or workplace mediator, but there are some aspects of personal conflict that managers should understand and some they can possibly help remedy. Social conflict refers to interpersonal, intra-group, and intergroup differences. Organizational conflict at the interpersonal level includes disputes between peers as well as supervisor-subordinate conflict.

It was pointed out that there is a basic incompatibility between the authority and structure of formal organizations and the human personality. Human behavior cannot be separated from the culture that surrounds it.

- **Intra-group conflict**

Conflict arises in groups because of the scarcity of freedom, position, and resources. People who value independence tend to resist the need for interdependence and, to some extent, conformity within a group. People who seek power therefore struggle with others for position or status within the group. Rewards and recognition are often perceived as insufficient and improperly distributed, and members are inclined to compete with each other for these prizes.

In western culture, winning is more acceptable than losing, and competition is more prevalent than cooperation, all of which tends to intensify intra-group conflict. Group meetings are often conducted in a win-lose climate, that is, individual or subgroup interaction is conducted for the purpose of determining a winner and a loser rather than for achieving mutual problem solving.

- **Inter-group conflict**

Intergroup conflict occurs in four general forms. Horizontal strain involves competition between functions, for example, sales versus production, research and development versus engineering, purchasing versus legal, line versus staff, and so on. Vertical strain involves competition between hierarchical levels, for example, union versus management, foremen versus middle management, and shop workers versus foremen. A struggle between a group of employees and management is an example of vertical strain or conflict. A clash between a sales department and production over inventory policy would be an example of horizontal strain.

Certain activities and attitudes are typical in groups involved in a win-lose conflict. Each side closes ranks and prepares itself for battle. Members show increased loyalty and support for their own groups. Minor differences between group members tend to be smoothed over, and deviants are dealt with harshly. The level of morale in the groups increases and infuses everyone with competitive spirit. The power structure becomes better defined, as the "real" leaders come to the surface and members rally around the "best" thinkers and talkers.

In addition, each group tends to distort both its own views and those of the competing group. What is perceived as "good" in one's own position is emphasized, what is "bad" is

17

ignored; the position of the other group is assessed as uniformly "bad," with little "good" to be acknowledged or accepted. Thus, the judgment and objectivity of both groups are impaired. When such groups meet to "discuss" their differences, constructive, rational behavior is severely inhibited. Each side phrases its questions and answers in a way that strengthens its own position and disparages the other's. Hostility between the two groups increases; mutual understandings are buried in negative stereotypes.

It is easy to see that under the conditions described above, mutual solutions to problems cannot be achieved. As a result, the side having the greater power wins; the other side loses. Or the conflict may go unresolved, and undesirable conditions or circumstances continue. Or the conflict may be settled by a higher authority.

None of these outcomes is a happy one. Disputes settled on the basis of power, such as through a strike or a lockout in a labor-management dispute, are often deeply resented by the loser. Such settlements may be resisted and the winner defeated in underground ways that are difficult to detect and to counter. When this happens, neither side wins; both are losers. If the conflict is left unresolved, as when both sides withdraw from the scene, intergroup cooperation and effectiveness may be seriously impaired to the detriment of the entire organization. Disputes that are settled by higher authority also may cause resentment and what is called "lose-lose" consequences.

Such settlements are invariably made on the basis of incomplete information without data that the conflict itself obscures and therefore are poor substitutes for mutually reasoned solutions. Again, both sides have lost. A specific approach to resolving intergroup conflict is outlined in the next chapter on organization development.

2.3 Causes of Conflict

- **Role conflict**

One fact of personal conflict includes the multiple roles people play in organizations. Behavioral scientists sometimes describe an organization as a system of position roles. Each member of the organization belongs to a role set, which is an association of individuals who share interdependent tasks and thus perform formally defined roles, which are further influenced both by the expectations of others in the role set and by one's own personality and expectations. For example, in a common form of classroom organization, students are expected to learn from instructors by listening to them, following their directions for study, taking exams, and maintaining appropriate standards of conduct. Instructors are expected to bring students high-quality learning materials, give lectures, write and conduct tests, and set a scholarly example. Another in this role set would be the dean of the school, who sets standards, hires and supervises faculty, maintains a service staff, readers and graders, and so on. The system of roles to which an individual belongs extends outside the organization as well, and influences their functioning within it. As an example, a person's roles as partner, parent, descendant, and church member are all intertwined with each other and with their set of organizational roles.

As a consequence, there exist opportunities for role conflict as the various roles interact with one another. Other types of role conflict occur when an individual receives inconsistent demands from another person; for example, they are asked to serve on several time-consuming committees at the same time that they are urged to get out more production in their work unit. Another kind of role strain takes place when the individual finds that they are expected to meet the opposing demands of two or more separate

members of the organization. Such a case would be that of a worker who finds himself pressured by their boss to improve the quality of their work while their work group wants more production in order to receive a higher bonus share.

These and other varieties of role conflict tend to increase an individual's anxiety and frustration. Sometimes they motivate him to do more and better work. Other times they can lead to frustration and reduced efficiency.

- **Passive aggressive behavior**

Passive aggressive behavior is a common response from workers and managers which is particularly noxious to team unity and productivity. In workers, it can lead to sabotage of projects and the creation of a hostile environment. In managers, it can end up stifling a team's creativity. De Angelis says "It would actually make perfect sense that those promoted to leadership positions might often be those who on the surface appear to be agreeable, diplomatic and supportive, yet who are actually dishonest, backstabbing saboteurs behind the scenes."

- **Office romance**

Office romances can be a cause of workplace conflict. 96 percent of human resource professionals and 80 percent of executives said workplace romances are dangerous because they can lead to conflict within the organization. Public displays of affection can make co-workers uncomfortable and accusations of favoritism may occur, especially if it is a supervisor-subordinate relationship. If the relationship goes awry, one party may seek to exact revenge on the other.

2.4 Consequences of Conflict

Unresolved conflict in the workplace has been linked to miscommunication resulting from confusion or refusal to cooperate, quality problems, missed deadlines or delays, increased stress among employees, reduced creative collaboration and team problem solving, disruption to work flow, decreased customer satisfaction, distrust, split camps, and gossip.

The win-lose conflict in groups may have some of the following negative effects:

4. Divert time and energy from the main issues

5. Delay decisions

6. Create deadlocks

7. Drive unaggressive committee members to the sidelines

8. Interfere with listening

9. Obstruct exploration of more alternatives

10. Decrease or destroy sensitivity

11. Cause members to drop out or resign from committees

12. Arouse anger that disrupts a meeting

13. Interfere with empathy

14. Incline underdogs to sabotage

15. Provoke personal abuse

16. Cause defensiveness

Conflict is not always destructive. When it is destructive, however, managers need to understand and do something about it. A rational process for dealing with the conflict

should be programmed. Such a process should include a planned action response on the part of the manager or the organization, rather than relying on a simple reaction or a change that occurs without specific action by management.

- **Stress**

Interpersonal conflict among people at work has been shown to be one of the most frequently noted stressors for employees. Conflict has been noted to be an indicator of the broader concept of workplace harassment. It relates to other stressors that might co-occur, such as role conflict, role ambiguity, and workload. It also relates to strains such as anxiety, depression, physical symptoms, and low levels of job satisfaction.

- **Positive outcomes**

Group conflict does not always lead to negative consequences. The presence of a dissenting member or subgroup often results in more penetration of the group's problem and more creative solutions. This is because disagreement forces the members to think harder in an attempt to cope with what may be valid objections to general group opinion. But the group must know how to deal with differences that may arise.

True interdependence among members leads automatically to conflict resolution in the group. Interdependence recognizes that differences will exist and that they can be helpful. Hence, members learn to accept ideas from dissenters (which do not imply agreeing with them), they learn to listen and to value openness, and they learn to share a mutual problem-solving attitude to ensure the exploration of all facets of a problem facing the group.

Intergroup conflict between groups is a sometimes necessary, sometimes destructive, event that occurs at all levels and across all functions in organizations. Intergroup conflict may help generate creative tensions leading to more effective contributions to the organization's goals, such as competition between sales districts for the highest sales. Intergroup conflict is destructive when it alienates groups that should be working together, when it results in win-lose competition, and when it leads to compromises that represent less-than-optimum outcomes.

- **Conflict Management**

Constantino helps organizations design their own, ad hoc conflict management systems, Tosi, Rizzo, and Caroll suggested that improving organizational practices could help resolve conflicts, including establishing super ordinate goals, reducing vagueness, minimizing authority- and domain-related disputes, improving policies, procedures and rules, re-apportioning existing resources or adding new, altering communications, movement of personnel, and changing reward systems.

Most large organizations have a human resources department, whose tasks include providing confidential advice to internal "customers" in relation to problems at work. This could be seen as less risky than asking one's manager for help. HR departments may also provide an impartial person who can mediate disputes and provide an objective point of view. Another option is the introduction of the Ombudsman figure at the organizational level, charged with surveying common causes of conflict and suggesting structural improvements to address them.

- Counseling - when personal conflict leads to frustration and loss of efficiency, counseling may prove to be a helpful antidote. Although few organizations can afford the luxury of having professional counselors on the staff, given some training, managers may be able to perform this function. Nondirective counseling, or "listening with understanding", is little more than being a good listener something every manager should be. Sometimes the simple process of being able to vent one's feelings, that is, to express them to a concerned and understanding listener, is enough to relieve frustration and make it possible for the frustrated individual to advance to a problem-solving frame of mind, better able to cope with a personal difficulty that is affecting their work adversely. The nondirective approach is one effective way for managers to deal with frustrated subordinates and co-workers. There is other more direct and more diagnostic ways that might be used in appropriate circumstances. The great strength of the nondirective approach (nondirective counseling is based on the client-centered therapy of Carl Rogers), however, lies in its simplicity, its effectiveness, and the fact that it deliberately avoids the manager-counselor's diagnosing and interpreting emotional problems, which would call for special psychological training. No one has ever been harmed by being listened to sympathetically and understandingly. On the contrary, this approach has helped many people to cope with problems that were interfering with their effectiveness on the job.

- Conflict avoidance - non-attention or creating a total or partial separation of the combatants allowing limited interaction

- Smoothing - stressing the achievement of harmony between disputants

24

- Dominance or power intervention on the imposition of a solution by management at a higher level than the level of the conflict

- Compromise - seeking a resolution satisfying at least part of each party's position

- Confrontation - a thorough and frank discussion of the sources and types of conflict and achieving a resolution that is in the best interest of the group, but that may be at the expense of one or all of the conflicting parties

A trained conflict resolver can begin with an economical intervention, such as getting group members to clarify and reaffirm shared goals. If necessary, they move through a systematic series of interventions, such as testing the members' ability and willingness to compromise; resorting to confrontation, enforced counseling, and/or termination as last resorts.

Workplace conflict may include disputes between peers, supervisor-subordinate conflict or intergroup disputes. When disputes are not dealt with in a timely manner, greater efforts may be needed to solve them. Party-Directed Mediation (PDM) is a mediation approach particularly suited for disputes between colleagues or peers, especially those based on deep-seated interpersonal conflict or multicultural or multiethnic ones. The mediator listens to each party separately in a pre-caucus or pre-mediation before ever bringing them into a joint session. Part of the pre-caucus also includes coaching and role plays. The idea is that the parties learn how to converse directly with their adversary in the joint session. Some unique challenges arise when disputes involve supervisors and subordinates. The Negotiated Performance Appraisal (NPA) is a tool for improving communication between supervisors and subordinates and is particularly useful as an

alternate mediation model because it preserves the hierarchical power of supervisors while encouraging dialogue and dealing with differences in opinion.

- **Change**

Management is presumed to be guided by a vision of the future. The manager reflects in their decision-making activities the values of the organization as they have developed through time, from the original founder-owner to the present top-management personnel. In navigating a path between the values of the organization and its objectives and goals, management has expectations concerning the organization's effectiveness and efficiency and frequently initiates changes within the organization. On other occasions, changes in the external environment market demand, technology, or the political, social, or economic environment require making appropriate changes in the activities of the organization. The organization faces these demands for change through the men and women who make up its membership, since organizational change ultimately depends on the willingness of employees and others to change their attitudes, behavior, their degree of knowledge and skill, or a combination of these.

2.5 THREORETICAL FRAMEWORK

2.5.1 Conflict Theory

C.Wright Mills has been called the founder of modern conflict theory (Knapp, 1994). In Mill's view, social structures are created through conflict between people with differing interests and resources. Individuals and resources, in turn, are influenced by these structures and by the unequal distribution of power and resources in the society". (Knapp, 1994). The power elites of the American society, (i.e., the military – industrial complex) "emerged from the fusion of the cooperate elite, the pentagon and the executive branch of

government". Mills argues that the interests of these elites were opposed to those of the people. He theorized that the policies of the power elites would result in "increased escalation of conflict of weapons of mass destruction, and possibly the annihilation of human race" (Knapp, 1994).

A recent articulation of the conflict theory is found in Alan Sears (Canadian Sociologist) book: "A Guide to Theoretical Thinking" (2008). According to Sears' (2008):

- Societies are defined by inequality that produces conflict, rather than order and consensus. This conflict based on inequality can only be overcome through a fundamental transformation of the existing relations in the society, and is productive of new social relations.

- The disadvantaged have structural interests that run counter to the status quo, which, once they are assumed, will lead to social change. Thus, they are viewed as agents of change rather than objects one should feel sympathy for.

- Human potential (e.g., capacity for creativity) is suppressed by conditions of exploitation and oppression, which are necessary in any society with an equal division of labour. These and other qualities do not necessarily have to be stunted due to requirements of the so called "civilizing process" or "functional necessity". Creativity is actually an engine for economic development and change.

- The role of theory is in realizing human potential and transforming society, rather than maintaining the power structure. The opposite aim of theory would be objectivity and detachment associated with positivism, where theory is a neutral, explanatory tool.

2.5.2 Views on Conflict

There are various perceptions regarding conflicts. Conflict is a reality in everyone's life and should be considered a natural process that occurs daily. As a group performs its assigned tasks, conflict inevitably arises (Robins, et al, 2003).

Conflict is viewed as natural due to life's uncertainty. Conflict is good and necessary because it can stimulate innovative thinking when it is managed in the right way. Lacking conflict, thoughts and actions are performed because they are habitual. Conflict allows an examination of the necessity of these thoughts and actions. People find it easier to live with unresolved misunderstanding than facing the fact that fundamental differences do exist, and demand recognition and appropriate management (Deetz and Stevenson, 1986). Conflicts are an integral part of a human's life in all aspects. One cannot avoid conflicts in families, at work or even when watching the news on television (Viletta Bankovs Kay, 2012). Historically, the following views on conflict are identified:

2.5.2.1 Traditional View (1930-1940):

One school of thought says that conflict must be avoided as it reflects malefaction within the group. Conflict is viewed negatively and is associated with violence and destruction. Conflict is a result of poor communication and a lack of trust between people. Conflict can be eliminated or resolved only at high level of management. According to this view, all conflicts should be avoided. Thus, there is need to pay attention to causes of conflict and correct them in order to improve group and organization performance (Robins, 2005). Most conflicts have negative connotations, invoke negative feelings and often lead to destruction. Whether the effect of conflict is good or bad depends on the

strategies used to deal with it (Rahim, 1986).

2.5.2.2 The Human Relations or Contemporary View (1940-1970):

Conflict is a natural occurrence in all groups. The human relations school accepts conflict. It believes that conflict may benefit a group's performance (Robbins, 2005). Dispute happens from time to time and it is not wise to put too much effort into avoiding or preventing the conflict. Concentrating only on large or critical conflicts allows people to resolve the conflict in a better and more effective way (Leung, 2010). According to this view, conflict is seen as a natural and inevitable outcome of people working together in groups and teams. Thus it needs not necessarily be viewed negatively, but rather positively as a potential force in contributing to the performance of individuals (Robbins, et al, 2003.

2.5.2.3 The Interactionist View:

According to this view, conflict is not only a positive force, but is also necessary for an individual to perform effectively. Resolving conflicts means challenging normal processes and procedures in an effort to improve individual productivity or introduce innovative systems (Robbins, et al, 2003). Conflict is necessary to perform effectively, but not all conflicts are good. This school of thought has identified several types of conflict:

- Task conflict, relates to the content and goals of the work;

- Relationship conflict, which focuses on interpersonal relationships; and

- Process conflict, which relates to how the work gets done (Robbins, 2005).

The interactionists interpret conflict in a totally different way from traditionalists and people with a contemporary view. According to interactionists, conflict can be identified

as either dysfunctional or functional. Conflict is a part of people's lives and a natural phenomenon in all organizations. A low level of conflict will not be harmful for daily operations but will help to create smooth functioning by better understanding of existing issues. Conflict at the desired level can inspire creativity when handling issues and resolving conflict. Thus, conflict can be positive in work environments, but whenever a critical or major conflict occurs, it should be resolved as the undesired level of conflict can be harmful and dysfunctional for the organization (Leung, 2010).

2.5.3 Forms/Classification of Conflict

Different scholars have tried to classify conflict into various forms. The first classification is the relationship, task and process conflict. There is, however, considerable conceptual overlap between these different forms of conflict (Dirks and Parks, 2003).

(a) Relationship Conflict: This exists when there are interpersonal incompatibilities among group members, including personality clashes, tension, animosity and annoyance (Jehn, 1995). This type of conflict produces negative individual emotions, such as anxiety, mistrust, or resentment (Jehn, 1995), frustration, tension and fear of being rejected by other team members (Murmnigham and Conlon, 1991).

(b) Task Conflicts: These are disagreements about the content of a task and work goals, such as distribution of resources, procedures, and interpretation of facts (John, 1995; 1997). Task conflicts include differences in view points, ideas and opinions, and may coincide with animated discussions and personal excitement. In contrast to relationship conflict, findings concerning task conflict are not as conclusive. Task conflict has been associated with several beneficial effects such as improving the use of debate within a

team (Jehn, et al, 1999), which results in quality ideas and innovation (Amason, 1996; West & Anderson, 1996) and leads to better service delivery (Tjosvold, Dann & Wong, 1992).

In addition, studies have shown that task conflict can also be associated with several harmful effects, such as job dissatisfaction, lack of team work (Kabanoff, 1991; Jenn, et al, 1997), and increased anxiety (Jehn, 1997)

(c) Process Conflicts: This refers to disagreement about how a task should be accomplished, individuals' responsibilities and delegation (Jehn & Mannix, 2001), e.g. when group members disagree about whose responsibility it is to complete a specific duty. Process conflict has been associated with lower morale, decreased productivity (Jehn, 1997) and poor team performance (Jehn, 1999).

Another form of classification or levels of conflict is as follows:

i. interpersonal conflict;

ii. Inter personal conflict /intra group conflict;

iii. Inter- group/Inter departmental conflict and

iv. Inter organizational conflict.

2.6 Types of Conflict

So far, it is quite evident that to say that conflict is all good or bad is inappropriate and naïve. Whether a conflict is good or bad depends on the type of conflict. Specifically, it is necessary to differentiate between functional and dysfunctional conflicts (www.csupomona.edu).

2.6.1 Functional or Constructive Conflict:

The Interactionist view does not propose that all conflicts are good. Rather, some

31

conflicts support the goals of the group and improve its performance; these are functional, constructive forms of conflict (www.csupomona. edu). Robbin (2001) defines functional conflict as the conflict that supports the goals of the group and improves its (group's) performance. The argument is that if conflict leads to normal competition among groups and the groups work harder and produce more, it is advantageous to the group and the institution. It is viewed as a confrontation between two ideas, goals and parties that improves employees and organizational performance (http://www.slideshare.net).

One of the main benefits of constructive conflict is that it gives its members a chance to identify the problems and see the opportunities. Also, it can inspire to new ideas, learning, and growth among individuals (Kinicki and Kreitner, 2008).

2.6.2 Dysfunctional/Destructive Conflict:

There are conflicts that hinder group performance; these are dysfunctional or destructive forms of conflict (www.csupomona.edu). Conflict is inevitable and desirable in organizations, but when not effectively handled, conflict can tear relationships apart and, thus, interfere with the exchange of ideas, information and resources in groups and between departments. Dysfunctional conflict hinders and prevents organizational goals from being achieved (http:www.slideshare.net).

Dysfunctional conflict usually hinders organizational performance and leads to decreased productivity. This conflict orientation is characterized by competing individual interests overriding the overall interest of the business. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict-motivated disinterest in team work (Kinicki et al, 2008).

2.7 The Conflict Process

Conflict is a process in which one party suggests that its interest is being opposed by another party. As a role, people see only the observable part of conflict angry words and actions of opposition. But this is only a small part of the conflict process (Mcshane and Glinow, 2008).

The conflict process consists of five stages:

i. Potential opposition or incompatibility;

ii. Cognition and personalization;

iii. Intentions;

iv. Behavior; and

v. Outcome.

2.8 Sources versus Causes of Conflict

It is important to differentiate between sources and causes of organizational conflict. While the former explains the place or nature with which or from which conflict emanates; (it explains the reason why conflict is endemic and inevitable), the latter explains these conditions that may warrant conflict to spring up and become an issue of concern. This is because conflict at its source may not necessarily become an issue of controversy, confrontation and concern of all but conflict which is caused (either intentionally or not) will no doubt bring about controversies and confrontations which may not necessarily surface in conflict at its source (http:// encyclopedia.efd.com).

2.8.1 Sources of Conflict

Fajana (2000), identifies two sources of conflict and they include:

(i) Internal Sources: This is so called because they refer to factors which are inherent within

the framework of an organization. Fajana (2000), states that the major prime factor of internal sources of conflict is the "Opposing interests" of industrial actors. These "divergent interests" will bring about conflict in attempts by the two parties in organizations to try to share what Ajibade (2004), calls "industrial cake". Apart from the above, it is another statement of fact that there is usually "power relationship" between the two actors in an industry which no doubt produce conflict and make such inevitable (http://encyclopedia.tfd.com).

(ii) The External Sources: These are so called because they are outside the four walls of an organization. It may occur when the third party intervention to industrial dispute becomes one sided or biased. A good example is where government as the third and regulatory party tries to formulate policy or enact laws that favor one party at the detriment of the other. Such may generate conflict (http://encyclopedia/tfd.com).

2.8.2 Causes of Conflict

Conflict can occur as a result of structural or personal factors.

2.8.2.1 Structural Factors

(i) Specialization: Employees tend to become specialists in a particular job or get a general knowledge of many tasks. If most employees in an organization are specialists, it can lead to conflicts because they have little knowledge of each other's job responsibilities. For instance, a receptionist at a camera repair store can say that a camera can be repaired in an hour, even though the repair will take a week. Since the receptionist does not know much about the technician's job she should not give an unrealistic deadline when the camera will be ready. This situation can lead to conflict between the receptionist and the technician (skiemman.is/en/ category/view).

(ii) Common Resources: In many work situations, we have to share resources. The scarce the resources in the organization, the greater the chances for a conflict situation. Resource scarcity leads to a conflict because each person that needs the same resources necessarily undermines others who pursue their own goals. Limited resources may include money, supplies, people or information. For example, The Redmond Washington based Software Company may dominate several markets, but its staff members still disagree over limited resources (Mcshare et al, 2008). Sartorial support computer time can contribute to conflict. Considering the company that installs a new computer for administrative and research purpose, at first, there is plenty of computer time and space for both uses. However, as both factions make more and more use of the computer, access becomes a problem, and conflict may erupt at this point.

(iii) Goal Differences: Very often, the possibility of conflict increases substantially when departments in the organization have different or incompatible goals. For instance, the goal of a computer salesperson is to sell many computers as fast as possible. The manufacturing facility may, however, be unable to meet the sales person's promises. In this case, conflict may occur as two persons have different goals (skemman.is/en/category/view).

(iv) Interdependence: The possibility of conflict usually has a tendency to increase with the level of task interdependence. When a person has to depend on someone else to complete his/her task, it becomes easier to blame a co-worker when something goes wrong. As a rule, interdependence exists when team members must interest in the process of work and receive outcomes which depend on the performance of others (skemman.is/en/category/view).

(v) Authority Relationships: In many companies, there is an underlying tension between

managers and employees because most people do not like being told what they have to do. In many organizations, managers have privileges (flexible hours, free personal long-distance calls, and longer breaks). It is observed that very strict managers often have conflicts with their employees. Sometimes people try to engage in conflict to increase their power or status in an organization (skemman.is/em/category/view).

(vi) Roles and Expectations: A role is a behavior that is expected from an employee. Every employee has one or more roles in the organization. These roles include such elements as job title, description of duties, and agreement between the employee and the organization. Manager– subordinate conflict can result when the subordinate's role is not clearly determined and each party has a different understanding of that role (Whitlam & Cameron, 2012).

(vii) Jurisdictional Ambiguities: When the lines of responsibility in an organization are uncertain, then jurisdictional ambiguities appear. Employees have a tendency to pass unwanted responsibilities to another person when responsibilities are not clearly stated (skemman.is/en/ category/view). Ambiguous goals, jurisdictions, or performance criteria can lead to conflict. Under such ambiguity, the formal and informal rules that govern interaction break down. Ambiguous jurisdictions are often revealed when new programmes are introduced. This is a common occurrence in universities. Ambiguous performance criteria are a frequent cause of conflict between superiors and subordinates.

2.9 Effects of Conflict

Conflict may occur between two individuals, as in the case of superior versus subordinate, between heads of department, etc. Groups may be drawn into conflict with each other on the basis of performance, importance to particular groups and, in general,

union – management rivalries. Conflict can also occur within an individual as in situations of dilemma of choice, vividly characterized by phrases such as "between the devil and the deep blue sea" or caught on the horns of dilemma. For example, a personal manager may be quite undecided about how to deal with a conflict (with workers, union) that is likely to result in work stoppage and loss of productivity.

The general assumption is that conflict tends to have negative consequences for both the individual and the organization. Below is a summarized list of the effect of conflicts in an individual:

1. Psychological Responses

- Inattentiveness to other things.

- Lack of interest in work

- Job dissatisfaction

- Work anxiety

- Estrangement or alienation from others

- Frustration

2. Behavioural Responses

- Excessive smoking.

- Alcoholism

- Under eating or over eating

- Aggression towards others or work sabotage

- Decreased communication

- Resisting influence attempts.

3. Physiological Responses

These are often ignored or unnoticed: more and more adrenalin is shot into the blood which increases the heart beat and blood pressure while more hydrochloric acid is secreted into the stomach, leading to:

- Peptic ulcers

- Respiratory problems such as asthma

- Hypertension

- Headaches

- Coronary problems.

Hence it may be understood that conflict not only affects an individual's performance, but also gives rise to psychosomatic disturbances, which undermine the health of the individual. The progress so far made in our civilization is due to conflict between nature and man. Conflict releases energy at every level of human activity, energy that can produce positive, constructive results. Conflicts tend to have motivational values; they drive or energize an individual to tackle a situation.

To resolve a conflict, one might explore different avenues or alternatives of action, which make him/her more knowledgeable.

2.10 Benefits of Conflict

The benefits of conflict include the following:

- Motivates individuals to do better and work harder. One's talents and abilities come to the forefront in a conflict situation.

- Satisfies certain psychological needs like dominance, aggression, esteem and ego, and thereby provides an opportunity for constructive use and release of aggressive urges.

- Provides creative and innovative ideas. For example, employee benefits of the present day are an outcome of the union-management conflict over the past decades.

- Adds variety to one's organizational life, otherwise work life would be dull and boring.

- Facilitates an understanding of the problems, people have with one another and leads to better coordination among individuals and departments, in addition to strengthening intra group relationship. (conflictall.com/guestconflictinorgs,htm).

Other positive effects include:-

- Inspire creativity: Fortunately, some organizations view conflict as an opportunity for finding creative solutions to problems. Conflict can inspire members to brainstorm, while examining problems from various perspectives.

- Share and Respect Opinions: As organization members work together to solve conflict, they are more willing to share their opinions with other members of the group. Conflict can also cause members to actively listen to each other as they work to accomplish the organizational goals.

- Improve future communication: Conflict can bring group members together and help them learn more about each other. From learning each other's opinion on topics relevant to the organization's growth to understanding each member's

preferred communication styles, conflict within an organization can give members the tools necessary to easily solve conflicts in the future (http://Ezine Articles.com). The dysfunctional effects are:

- Conflicts affect individual and organizational performance. Resolving conflicts takes a toll on managerial time and energy which could be more productively spent.

- In a conflict situation, people may promote their self-interests or personal gains at the cost of others or the organization.

- Intense conflicts over a prolonged period affect individuals emotionally and physically, and give rise to psychosomatic disorders.

- Time spent on conflicts, if costed, could have been spent doing more productive things.

- Conflict may lead to work sabotage, employee morale problems, decline in the market share of product/service and consequent loss of productivity

2.11 Conflict Management and Resolution

As stated earlier, conflicts are inevitable in life, in organizations or even between nations. It however does have some noteworthy advantages, if handled correctly, as it brings problems out into the open and compels interested parties to find solutions that are acceptable to all. Unfortunately, conflicts that escalate out of control are detrimental to everybody in the equation. Thus, conflict management becomes a necessity (http://www.tutorials point.com.mgt). Having the basic skills and knowledge of conflict management, will go a long way in handling conflict admirably.

2.11.1 Steps in Managing Conflict

1. Identify the conflict elements, emotions, behaviour and contradictions.

2. Transformation: changing the orientation of the conflict and making the different parties aware of the elements.

3. Solution:- changing the elements allows transformation of the conflict direction, which leads to the solution apparent

2.11.2 Conflict Resolution Values

- Respect for All

From a conflict resolution perspective, conflicts can and must be resolved by taking into account the needs of the people affected by the conflict. In other words, for a solution to be lasting, it must meet the needs of all those involved in the conflict. A solution, in which one party's needs are met at the expense of the needs of the other party, is neither just nor likely to last for a long time (Bodtker & Jameson, 2001; Kazan & Ergin, 1999). Participation and Empowerment: Conflict resolution is based on the view that people have a right and an obligation to participate in decisions that affect their lives. As such conflict resolution stresses that people are most likely to achieve their own goals and have rewarding relationships when they co-operate. In the same vein, society will be more productive. This means that when in conflict, people should consider each other as allies in helping to create a solution to a common problem rather than enemies who are to be defeated (Hughes, 1993).

Respect for Diversity in Views and Perspective: One of the fundamental tenets of conflict resolution is that the parties in the conflict need to respect and understand each other's needs and perspectives. This is not only understanding and respecting people that you agree with, but also attempting to understand and respect people that you disagree with, and respecting their right to disagree (Kazan et al, 1999; Bodtker et al, 2001).

- Justice

Most people practicing and writing about conflict resolution agree that it is necessary that solutions are just and fair. In conflict justice can be of two kinds: procedural and substantive. Procedural justice means that the procedure for dealing with conflict is fair. Conflict resolution techniques are very useful in ensuring procedure justice, such as ensuring that all the parties affected by the conflict are present. Substantive justice amounts to ensuring that the solutions produced are fair. This, however, is more theoretical than practical. For instance, if parties in mediation agree to what the mediator believes is an unjust solution, there is very little the mediator can do to facilitate a more just outcome (Cambodia – World Bank, 2005).

Rahim, et al, (2000) argue that justice is one of the most important concerns for employees in organizations. Justice and fairness encourages positive attitudes and facilitates conflict management. Rahim, et al (2000), therefore, present the following hypothesis that was supported in the research:

Employees' perception of organizational justice will be positively associated with their use of the more cooperative (integrating, obliging and compromising) styles of managing conflict with their supervisors (Rahim, et al, 2000).

- Non-Violence

Conflict resolution promotes the use of non-violence techniques wherever possible. Based on the argument that violence is generally unethical and ineffective, conflict resolution techniques seek to highlight and create non-violent options for dealing with conflict. While acknowledging that the use of force cannot always be avoided, it is argued from a conflict resolution perspective that by increasing the acceptance of non-violent

methods for dealing with conflict and training people in these skills, a great proportion of conflict can be more effectively addressed without violence (Galturg, 1996).

- Transformation of Individuals and their Communities

Changing the way we deal with conflict helps us live a more rewarding and responsible life. Changing oneself is also an essential part of creating community change, as one is providing positive role models for others, and taking responsibility of the role one plays as part of one's own community. However, for community change, we also need to be proactive and consider other ways to influence the communities such as through conflict resolution training and direct intervention (Bodtker et al, 2001). According to Rubin & Sung (1994), once conflict escalates, it often reaches a stalemate, a situation in which neither side can win but neither side wants to back out or accept loss either.

2.11.3 Conflict Resolution

There is a difference between resolving a conflict and managing conflict. Resolving a conflict ends the dispute by satisfying the interests of both parties. Managing a conflict contains specialized interaction that prevents a dispute from becoming a battle. Managing a conflict attends to personal issues so as to allow for a constructive relationship, even though the objective issues may not be resolvable (http: // Ezine Articles. Com).

Conflict resolution requires great managerial skills. Acre we are trying to give a solution to a conflict turning it in a constructive side. Our goal in conflict resolution always should be to seek a resolution based on mutual gain. Realistically, however, resolution is not always possible. When this is the case, we must manage the conflict to ensure that the relationship is constructive and that open communication is maintained.

Successful conflict resolution depends on the ability to regulate stress and emotions.

During conflict, strong emotions appear which can hurt feelings. When conflict is handled in an unhealthy way, it can be the cause of irreparable rifts, resentments, and break-ups. When a person deals with a conflict in a healthy way, it increases the understanding among people, builds trust and strengthens relationships

It is believed that the ability to resolve conflicts successfully depends on the ability to:

- Manage stress quickly by staying calm. In this way a person can properly read and interpret verbal and non-verbal communication;

- Control emotions and behaviour. When a person can control his emotions it is simpler to communicate the needs without threatening, fighting or punishing others;

- Pay attention to the feelings and works of other people; and

- Be aware of and respectful of differences by avoiding disrespectful words. In this way problems can be resolved faster (Segel & Smith, 2011).

2.11.4 Conflict Resolution Skills

1. Quick Stress Relief: Stress is an individual's adaptive response to a situation which is challenging or threatening. The researcher, Han Segal, found out that people have a fairly consistent psychological response to stressful situations. This response was called "general adaptation syndrome". It provides an autonomic defense system which helps to cope with environmental demands.

2. Emotional Awareness: Emotional awareness is very useful for understanding yourself and others. If a person doesn't know how he feels in a certain way, he/she will not have effective and productive communication.

3. Non-Verbal Communication: Non-Verbal communication plays a big role in conflict resolution as during the conflict process the most important information is exchanged in a

non-verbal way. The elements of non-verbal communication are emotionally-driven facial expressions, posture, gesture, pace tone and intensity of voice. The most important communication is wordless because sometimes words cannot reflect all the issues. In the middle of a conflict it is useful to pay attention to the other person's non-verbal signals. It may help to figure out what the other party is really saying and to respond in the right way to build trust, and get to the root of the problem (Segel and Smith, 2011).

2.11.5 Conflict Management/Resolution Styles

Dealing with conflict between and among individuals can be one of the most frustrating and uncomfortable experiences for an administrator. Any attempt by an administrator to alter a specific conflict position requires that he/she be knowledgeable of its origin. An understanding of the source improves the probability that the proper resolution or stimulation technique will be selected (Robbins, 1974).

De Church, et al (2001). Express that active conflict management allows groups to openly talk about issues and disagreements, allowing them to share information and confront a conflict together. In addition, Tjosvold, et al (2002). Argued that openness makes it possible to contradict arguments. Research has shown that there are great possibilities in open conversation and argument confrontation. The positive effects of conflict management are, according to De Church, et al (2001), a result of the active approach which benefits team effectiveness.

The most important element of the conflict management strategy is the early recognition of the conflict and paying attention to the conflicting parties. These elements are important when a manager deals with functional or dysfunctional conflicts. There should be early indication of the conflict and early evaluation of its impact on performance

of employees. It is also necessary to make a plan to encourage functional conflict or manage dysfunctional conflict (skemman.islien/category/view). The approach to the conflict and the conflict management style also depend on the participant's emotional involvement in the conflict (Brodtker, et al, 2001).

Brodtker et al (2001). Argued that conflict is formed by three major elements:

- Attitudes: cognitive ideas and emotion;

- Behaviour: evident behaviour and potential aggressive actions; and

- Contradiction: values and interests.

Brodtker, et al (2001), argued further that for a conflict to take place, these three elements must be present. Moreover, to resolve a conflict, one must identify and deal with all these elements; otherwise the attempt to manage the conflict will be unsuccessful.

Conflict can be either complex or simple. The more complex a conflict is, the more the potential for a creative, constructive transformation or solution of the conflict. If the conflict is too simple, the parties will not be motivated to get engaged and they will tend to ignore it. This can lead to greater problems in the organization which can in turn, lead to poor performance. When there are more elements, the conflict becomes too complicated to manage. Darling and Fogliasso (1999) conclude that it is impossible to eliminate conflict totally. Managers who try to eliminate conflict will not last, while those who manage it well typically experience both institutional benefit and personal satisfaction.

2.11.6 The Framework for Conflict Resolution

When conflicts arise, we assess a variety of factors before selecting our approach to the situation. We may chose to compete, or dominate, when we try to impose our will on the other side through physical or psychological means, or we may choose to accommodate or

surrender and code victory to the other side. Likewise, we may decide to withdraw by either doing nothing or refusing to participate in the conflict altogether, or we may even collaborate and reach a constructive and mutually acceptable solution. If none of these approaches proves effective, we might choose third-party intervention; a form of collaboration in which an individual or group external to the conflict intercedes to move both parties toward agreement (http:// Ezine Articles.com).

2.12 Mistakes to Avoid in Conflict Resolution

Good communication can strengthen relationships and develop trust and support while poor communication can create mistrust and misunderstanding. Some negative attitude and communication patterns that worsen the conflict situation in relationships include:

(a) Avoiding Conflict Altogether: Rather than discussing disagreements in a calm, respectful way, some people just do not say anything to their partner until they are ready to explode and then they are ready to speak in an angry hurtful manner. This seems to be the less stressful to avoid the conflict situation but usually it causes more stress to both parties as tensions rise to a greater conflict.

(b) Being Defensive: Rather than understanding the complaints of a partner and his/her point of view, defensive people steadfastly deny their wrong behaviour and work hard to avoid looking at the possibility that they could continue to contribute to a problem. It creates long-term problems when partners do not feel listened to and understood. In this case, unresolved conflicts continue to grow.

(c) Over Generalizing: While addressing complaints, a person should not use generalizations. For example, he/she should avoid starting sentences with "you always", "you never", "you always come home late" or "you never do what I want you to do!" It is

irritating to the other person. Bringing up past conflicts can increase the level of current conflict.

(d) Being right: Some people decide the "right" way to look at things and the "wrong" way to look at things and they are sure that only their view on things is right. It is necessary not to demand that your partner see things the same way and don't take it as a personal attack if there are differences in opinion. It is important to reach compromise and remember that two points of view can both be valid.

(e) "Psycho Analyzing" / Mind: Reading Sometimes people think negative about a partner because they give faulty interpretations of their actions. They do this because they do not think about the thoughts and feelings of the partner and it creates hostility and misunderstandings. It is important to let the other person express his/her thoughts and feelings.

(f) Forgetting to Listen: Some people are not good listeners: they interrupt, roll their eyes and release whatever they are going to say next. People should develop listening skills to strengthen the communication process.

(g) Playing the Blame Game: Some people in conflict situations always criticize the other person. They always find ways or embarrassing others Instead of blaming the other person it is necessary to view conflict as an opportunity to analyse the situation objectively and understand the needs of both parties and come up with a solution that is helpful to both parties.

(h) Trying to "Win" The Argument: People who are focused on "winning" the argument can lose the relationship. There should be mutual understanding and respect for everyone. People should be able to reach an agreement amicably.

(i) Making Character Attacks: Sometimes negative actions from a person can be blown up into a personality flow. This can lead to negative perceptions on both sides. It is important to respect the person even if he/she has bad behaviour.

(j) Stone Walling: Some people behave like "stone wall" and refuse to talk or listen to their partners when disagreements occur. Stonewalling does not solve the problem, but creates hard feelings and damages relationships. It is much better to talk about problems together with a partner and listen to and discuss things in a respectful manner (Scott, 2011).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This is chapter three of this project. The chapter presents the step-by-step procedures that were used for this study. The chapter has the following among others, Research Design, Source of Data, Study Location, Study Population, Sample size and Sampling Technique, Validity of the Instrument and of course Ethical Consideration.

3.1 Research Design

The appropriate research design for this study is exploratory in nature which focuses on the resolution technique of mechanism in resolving crisis between employees and management of Federal University Oye-Ekiti.

3.2 Source of Data

In this study, both primary and secondary sources of data collection were used in this study. The secondary data will be any form of past works related to this study from different scholars while the primary source of data collection will be collection of data from the respondents of the population for this study. To this end, questionnaires were distributed to people to elicit information on the subject matter.

3.3 Study Location

The study location or area for this study was Federal University Oye Ekiti. This is simply because the location is one of the best areas where quality data can be collected on the subject matter. The institution has been facing some kinds of crisis almost from inception.

3.4 Study Population

The study population is the entire staff of Federal University Oye-Ekiti (FUOYE). This is simply because the staffs of this institution are always in constant altercations with the management over some long outstanding issues and few fresh ones. So, they have good knowledge of the subject matter and they are also player.

3.5 Sample Size

To get the appropriate sample size for this study, there are inn total seven existing Faculties at Federal University Oye-Ekiti.

S/No	Name of Faculty	Sample Size
1	Faculty of Arts and Humanities	20
2	Faculty of Social Sciences	20
3	Faculty of Science	20
4	Faculty of Agriculture	20
5	Faculty of Education	20
6	Faculty of Engineering	20
7	Faculty of Management	20
	Total	140

The sample was drawn from faculty level in the sense that 20 respondents (member staff) can be purposively selected from each faculty. Which mean in total the sample size will be 140 (20 x 7).

3.6 Sample Technique

For a good and scientific representation at Faculty level, the convenient sampling

technique was used to drawn the sample from each faculty such that all the faculties was represented in the study to avoid lopsidedness in the sample size

3.7 Instruments

A structured questionnaire was provided for respondents to elicit information on the subject matter in order to capture the objectives for this study. Most of the questions were close ended while few were open-end in the questionnaire. Also, a five points Likert scales ranging from strongly agree to strongly disagree was included in the questionnaire. The instrument was divided into sections along the set objectives of the study in order to be able to attain the objectives while the respondents respond to each question in the questionnaire.

3.8 Procedure

Because of the nature of this study and the time available to complete this study, the researcher engaged in some field assistants that were helped in the administration of instrument in both main and Ikole campuses to save time so as to complete the work within time given. The field assistants make sure the procedures to obtain the data in an unbiased manner must ensure they follow it.

3.9 Description of the Questionnaire

The questionnaire was made up of five (5) sections, the first part deals with the personal information of the respondents which include sex, age, marital status, educational qualification, faculties of respondent, and year of service. The second part comprises of the knowledge and causes of conflict in organization while the third part comprises of the strategies of conflict management and of the effectiveness of the strategies. The fourth section comprises of the impact of conflict on worker's productivity

and the last part comprises of the impact of effective conflict management on organization performance.

This will help the researcher to get the proper information about the effect of conflict management and institution performance.

3.10 Validity of Instruments

The designed questionnaire was submitted to the project supervisor for vetting, correction and approval after which a pre-test was carried with about 10 – 15 respondents to test the obtain ability of the objectives of the study and appropriate corrections were made or effected where necessary.

3.11 Data Analysis

The data collected was analyzed using the currently improved software for quantitative data analysis which is IBMX version 210. The data will be presented in tables, frequency and percentages were used where necessary.

3.12 Ethical Consideration

The respondents were made to participate in this study voluntarily. The privacy of the respondents was protected and anonymity of respondents in the research was ensured. The respondents were ensured of confidentiality of the information they give. The research was done with honesty and transparency as respondents were briefed about the objective(s) of the research in a clear and straight forward manner devoid of misleading information. The questions in the questionnaire were designed in a clear and straight forward simple language. The use of offensive, discriminatory, or other unacceptable language was avoided in the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND DATA INTERPRETATION

4.0 Introduction:

This chapter is the second to the last chapter in the whole project. In this chapter, issues will be discussed based on the sub-themes on which data were collected.

Table4.1: List of Conflict FUOYE had witnessed

This table below shows the lists of conflicts that the institution (FUOYE) had witnessed since 2011to date.

Year	Parties in Conflict	Reason	How the Conflict was resolved
17th Dec., 2015	Management and the non-academic staff union.	50month salaries arrears as well as other benefits	Negotiation www.channeltv.com\2015\12\17\nasuprotestfuoye
09th&11th January, 2017	Management and the SSANU, NAAT,& NASU.	Non-payment of salaries and entitlement	Negotiation www.vangardng.com\2017\01\fuoyeworkers
15th May, 2017	Management and the	Union leaders were	Third party www.fuoyenews.com

	non-academic	suspended by the management	
24th July, 2017	Management and the students	The 100levels and the direct entry students have not been given matric number. The evictionof the dean of student affair (Dr. Adeyemi) Bad road. Agitation for student union. Etc.	Negotiation www.fuoyenews.com

7th March, 2018	FUOYE Students and the Okada riders	Price	Negotiation and Third parties www.fuoyenews.com
30th July, 2018	Management and the NASU staff	NASU of the university seems to be deprived of some of their entitlements as staffs.	Negotiation and Third parties www.fuoyenews.com

4.1: Socio-Data of the Respondents

Table 2: Age of the Respondents

Option	Frequency	Percentage
26 – 35 years	53	46.1
36-45 years	32	27.8
46 – 55 years	30	26.1
Total	**115**	**100.0**

The above table shows the age of the respondents, most of the respondents 46.1%

7th March, 2018	FUOYE Students and the Okada riders	Price	Negotiation and Third parties www.fuoyenews.com
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Total	**115**	**100.0**

The above table shows the age of the respondents, most of the respondents 46.1%

were within the age range of 26-35 years while 26.1% of the respondents were within 46-55 years. This depicts that most of those that attended to this questionnaire and work in FUOYE were relatively young people who provide quality information on the subject matter well.

Table 3: Sex of the Respondents

Option	Frequency	Percentage
Male	51	44.3
Female	64	55.7
Total	115	100.0

The sex of respondents shows that 55.7% of the respondents were male while 44.3% were female. This simply indicates that there were more female than their male counterparts that took part in this study.

Table 4: Marital Status of the Respondents

Option	Frequency	Percentage
Single	50	43.5
Married	64	55.7
Others	01	0.8
Total	115	100.0

The marital status of the respondents shows that majority of the respondents 55.7% were married, 43.5% were single while only 0.8% of the respondents fall within others. This indicates that there are more married people than single people in FUOYE.

Table 5: Educational Qualification of the Respondents

Educational Level	Frequency	Percentage
WAEC/NECO/GCE	08	7.0
OND/NCE	02	1.7
HND	07	6.1
B.SC	53	46.1
M.Sc	30	26.1
PhDs	15	13.0
Total	115	100.0

Table 5 is on the educational qualification of the respondents. Most of the respondents 46.1% have B.Sc, 26.1% of the respondents have M.Sc, 13.0% have Ph.D while only 1.7% of the respondents have OND/NCE. This indicates that all the people working at FUOYE are literates although at different degree. It also, means people with different degree of education participated in the study. It is sure that they will have a good knowledge of the subject matter.

Table 6: Faculty of the Respondents

Faculty	Frequency	Percentage
Arts and Humanities	07	6.1
Social sciences	43	37.4
Sciences	12	10.4
Agriculture	19	16.5
Engineering	23	20.0
Management	11	9.6

	115	100.0
Total	115	100.0

The above table shows that 37.4% of the respondents were social sciences, 20.0% of the respondents were in faculty of Engineering, 16.5% of the respondents were in faculty of Agriculture while 6.1% of the respondents were in faculty of Arts and Humanities. This implies that all the faculties presently in FUOYE were represented in this study at different level.

Table 7: Respondents year of service

Range of year	Frequency	Percentage
0-2 years	24	20.9
3- 5 years	80	69.6
5 years above	11	9.5
Total	115	100.0

Table 7 is on the number of years respondents puts in service. Majority of the respondents 69.6% have served for between 3-5 years, 20.9% of the respondents served for 0-2 years while only 9.5% of the respondents have served for 5 years and above. This means that most (90.5%) of the respondents have served for between 0-5 years. Also, this is because most people were employed when the school started newly.

4.2: Knowledge and Causes of Conflict in Organization

Table 8: Have you witness conflict anywhere before working in FUOYE?

Option	Frequency	Percentage
Yes	93	80.9

Total	115	100.0

The above table shows that 37.4% of the respondents were social sciences, 20.0% of the respondents were in faculty of Engineering, 16.5% of the respondents were in faculty of Agriculture while 6.1% of the respondents were in faculty of Arts and Humanities. This implies that all the faculties presently in FUOYE were represented in this study at different level.

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4.2: Knowledge and Causes of Conflict in Organization

Table 8: Have you witness conflict anywhere before working in FUOYE?

Option	Frequency	Percentage
Yes	93	80.9

No	20	17.4
Don't Know	02	1.7
Total	115	100.0

The above table is on whether or not respondents have witness conflict before working in FUOYE. The table shows that most of the respondents 80.9% said yes, they have ever witness conflict elsewhere before FUOYE, 17.4% of the respondents said no, they have never witness conflict before FUOYE while only 1.7% of the respondents said they don't know to the question. This simply imply that a very reason size of the respondents have at one time or the other witness organization conflict before been employed at FUOYE. Also, those that have not witness conflict before joining FUOYE were working in any formal organization for the first time.

Table 9: Outcome of the conflict ever witness by Respondents

Option	Frequency	Percentage
very bad	11	9.6
yield positive results	39	33.9
mixed outcome	47	40.9
Not Applicable	18	15.7
Total	115	100.0

The above table is asking about the outcome of the conflict ever witness before joining FUOYE as employees. The table shows that 40.9% of the respondents shows that the outcome of the conflict was mixed outcome, 33.9% said the conflict yield positive

outcome, 9.6% said it was very bad while 15.7%% of the respondents said the question was not applicable. This depict that constructive conflict in organization always result in a change which may either be out right positive or neither here nor there. That is, no winner no loser, both parties will have to shift their goal posts for peace to reign.

Table 10: If FUOYE has ever witness conflict before?

Option	Frequency	Percentage
Yes	109	94.8
No	03	2.6
Don't Know	03	2.6
Total	115	100.0

Table 10 is whether FUOYE has ever witness conflict. The table shows that 94.8% of the respondents said yes, the institution has ever witness conflict, 2.6% said no and don't know to the question. This implies that only less than 5% of the respondents have not witness conflict in FUOYE perhaps because they are newly employed.

Table 11: Types of conflict witness in FUOYE

Types of conflict	frequency	Percentage
Management and employees conflict	45	39.1
intra-management conflict	03	2.6
management and host community conflict	05	4.3
management and students conflict	41	35.7
all of the above	21	18.3
Total	**115**	**100.0**

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management and students conflict	41	35.7
all of the above	21	18.3
Total	**115**	**100.0**

The types of the conflict witness in FUOYE are discussed here. Majority of the respondents 39.1% said management and employees conflict, 35.7% of the respondents said it is management and students conflict, 18.3% of the respondents said all of the types of conflicts were witnessed while only 2.6% of the respondents said intra-management conflict is witnessed. This means all sorts of conflicts have been witnessed in FUOYE simply because every of the group is a stake in the institution.

Table 12: Domestic causes of conflict in FUOYE

causes of Conflict in FUOYE	frequency	Percentage
poor communication	02	1.7
poor organizational policies/objectives	07	6.1
corruption on the part of management	10	8.7
poor management pattern	07	6.1
ineffective reward system	03	2.6
lack of transparency on the part of management	21	18.3
all of the above	63	54.8
Others	02	1.7
Total	115	100.0

On the domestic causes of conflict at FUOYE, majority of the respondents 54.8% of the respondents maintained that all of the above stated domestic causes of conflict were responsible for conflict at FUOYE. The causes include among others poor communication, poor organizational policies/objectives, and corruption on the part of management, poor management pattern, ineffective reward system and lack of

transparency on the part of management.

4.3: Strategies of conflict management and the effectiveness of the strategies

Table 13: Strategies of managing Conflict

Options	SA	A	I	D	SD
management always resolve crisis via dialogue	21.7%	67.8%	6.1%	0.9%	3.5%
third party is always explore to settle crisis between management and workers/students	15.7%	27.8%	14.8%	7.8%	33.9%
coercion is always used by management to resolve conflict	11.3%	58.3%	13.9%	9.6%	7.0%%
management shun crisis party to resolve feud	37.4%	28.7%	25.2%	6.1%	2.6%
causes of crisis are swept under carpet to settle conflict	12.2%	34.8%	10.4%	7.0%	35.7%
so far, dialogue is the most effective strategy of settling conflict in FUOYE	61.7%	31.2	4.3%	1.7%	0.9%
All the above stated techniques of resolving crisis is seems to be effective	20.0%	65.2%	9.6%	1.7%	3.%

Table 13 shows that 89.5% of the respondents agree that management always resolve crisis via dialogue is strategy of controlling conflict in FUOYE, 69.6% agree that coercion is always used by management to resolve conflict as a strategy, 66.1% of the respondents agree that management shun crisis party to resolve feud is a strategy, 92.9% of the respondents agree that so far, dialogue is the most effective strategy of settling conflict in FUOYE, 85.0% agree that all the above stated techniques of resolving crisis is

seems to be effective. This simply depict that there are many strategies of resolving conflict and most of these strategies or all have been adopted by FUOYE to resolve conflict. It is noteworthy that over 40.% of the respondents strongly disagree that third party is always explore to settle crisis between management and workers/students while 42.7% of the respondents also strongly disagree that causes of crisis are swept under carpet to settle conflict. This displayed that the respondents have a good understanding of conflict and strategies of its resolution and how effective each of the strategies are.

4.4: Impact of conflict on Worker's Productivity

Table 14: Conflict and Employee's Productivity

Options	SA	A	I	D	SD
conflict always affect worker's mind set to work	66.1%	29.6%	1.7%	1.7%	0.9%
conflict make workers to stay away from work	59.1%	28.7%	9.6%	2.6%	-
works are totally abandon during crisis	67.8%	20.9	3.5%	4.3%	3.5%
during crisis there is backlog of work	63.5%	26.1%	7.0%	2.6%	0.9%
crisis affect academic calendar in Fuoye	45.2%	50.4%	1.7%	0.9%	1.7%
productivity is totally affected during crisis	35.7%	26.1%	35.7%	-	2.6%

The above table is on the impact of conflict on worker's productivity at FUOYE. The table shows that respondents strongly agree with the following indices as impact of conflict on productivity. They are 66.1% of the respondents strongly agree that conflict always affect worker's mind set to work, that conflict make workers to stay away from work, that works are totally abandon during crisis, that during crisis there is backlog of work and 50.4% of the respondents agree that crisis affect academic calendar in Fuoye. It

is important to note that 35.7% of the respondents strongly agree that productivity is totally affected during crisis and same 35.7% of respondents were indifference that productivity is totally affected during crisis. From the above it can easily be concluded that conflict in any social group or collection of human beings or in organisation do affect all the stakes in one way or the other depending on the nature of the conflict even though at end it may bring positive change or changes. It very important to note also that 35.7% of the respondents that were indifference on productivity are totally affected during crisis shows that management use force on the employees to work against their wish. This may affect the job too in some ways that may not be immediately revealed or notice to the management.

4.5: Impact of effective conflict management on organizational performance.

Table 15: Effective conflict management and Organizational Performance

Options	SA	A	I	D	SD
when crisis is manage well, things move on well	76.5%	22.6%	0.9%	-	-
adequate crisis management enables workers to work well	68.7%	26.1%	0.9%	4.3%	-
administrative work are smoothly run when the best conflict technique is explore	66.1%	22.6%	7.8%	2.6%	0.9%
organisation attain its goals and objectives when conflict is amicably resolve	73.9%	22.6%	0.9%	2.6%	-
FUOYE performs better when conflict is best resolve	66.1%	25.2%	7.8%	0.9%	-

Table 15 looks at effective conflict management and organizational performance. The above table shows that majority of the respondents strongly agree with all the indices focusing on the issue of conflict management and organizational performance. For instance, 76.5% of the respondents strongly agree that when crisis is manage well, 68.7% strongly agree that things move on well, adequate crisis management enables workers to work well, 66.1% of the respondents strongly agree that administrative work are smoothly run when the best conflict technique is explore, 73.9% strongly agree that organisation attain its goals and objectives when conflict is amicably resolve while 66.1% of the respondents also strongly agree that FUOYE performs better when conflict is best resolve. From the fore going, it is a clear indication that if conflict is properly managed adequately well, it engenders positive result and good and high performance of the organisation because the grievances of the parties will have be settled and their demands granted. This will serve as motivation to the conflicting groups in the organisation especially the employees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

This study focuses on the effects of conflict on organizational performance and productivity using FUOYE as a case of study. The chapter one looked at the background of the study, statement of the problem, significance of the study and objectives and research questions. The chapter two looked at past and relevant works on the subject matter. The chapter three is on the methodology used to carry out this study in order to make its findings scientific. In line with that, FUOYE staffs were the population and semi-structured questionnaire was used to obtain quantitative data.

Findings of this study in relation to the socio-characteristics of the respondents, most of the respondents 46.1% were within the age range of 26-35 years, 55.7% of the respondents were male while 44.3% were female, majority of the respondents 55.7% were married, most of the respondents 46.1% have B.Sc, 26.1% of the respondents have M.Sc, 13.0% have PhDs while only 1.7% of the respondents have OND/NCE, majority of the respondents 69.6% have served for between 3-5 years.

On the knowledge and causes of conflict in organizations, 80.9% said yes, they have ever witness conflict elsewhere before FUOYE, results shows that 40.9% of the respondents shows that the outcome of the conflict was mixed outcome, 33.9% said the conflict yield positive outcome, 9.6% said it was very bad while 15.7%% of the respondents said the question was not applicable, it was also discovered that 94.8% of the respondents said yes, the institution has ever witness conflict, 2.6% said no and do not know to the question, majority of the respondents 39.1% said management and

employees conflict, majority of the respondents 54.8% of the respondents maintained that all of the above stated domestic cause of conflict were responsible for conflict at FUOYE. On the impact of conflict on performance and productivity, it can easily be concluded that conflict in any social group or collection of human beings or in organisation do affect all the stakes in one way or the other depending on the nature of the conflict even though at end it may bring positive change or changes. It very important to note also that 35.7% of the respondents were indifference on productivity is totally affected during crisis shows that management use force on the employees to work against their wish. This may affect the job too in some ways that may not be immediately revealed or notice to the management.

5.2 CONCLUSION

From the study thus far, it is quite evident that conflicts occur in organizations or institutions as a result of competition for supremacy, leadership style, scarcity of common resources, management bridging agreement etc., This go a long way to reduce staff satisfaction about the specialized job they do and also affect in large dimension workers and organizational performance which also reduces productivity at the end of the year. Thus, early recognition of the conflict and paying attention to the conflicting parties is very important. Negotiation between parties involved through dialogue is the best way to resolve conflict while force should not be used at all.

Darling et al, (1999). Concluded, that it is impossible to eliminate conflict totally. Managers who try to eliminate conflict will not last long, while those who manage it well will typically experience both institutional benefits and personal satisfaction.

5.3 RECOMMENDATION

Arising from the findings of this study, the following are herewith recommended for institutions and organizations in terms of conflict:

(i) Management of FUOYE should make adequate room for decision making;

(ii) For proper running and optimum productivity, staff welfare should be taken into consideration;

(iii) To avoid rumour mongering, management of FUOYE should evolve a proper system of information dissemination to all and sundry;

(iv) Management of FUOYE should learn to practice delegation of authority to members of staff in the lower cadre;

(v) Participatory, rather than autocratic style of management should be encouraged by management of FUOYE;

(vi) There should be adequate interaction and dialogue in conflict resolution;

(vii) Competition for supremacy should not be the priority of the staff of organizations but rather working together in peace and unity to achieve a common goal for the good of the organizations;

(viii) Management of FUOYE should endeavour to be transparent and fulfil all promises made to stakeholders and

(viii) Training workshops should be organized for staff of organizations on conflict resolution procedure.

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APPENDIX

DEPARTMENT OF SOCIOLOGY

FACULTY OF SOCIAL SCIENCES

FEDERAL UINVERSITY OYE-EKITI

Dear Sir/Madam,

My Name is **Fakeye Oluwaseun Olalekan**; I am a final year undergraduate student in the Department of Sociology at Federal University Oye-Ekiti. I am conducting a research titled, **"The Effects of Conflict Management and Institutional Performance in Federal University Oye-Ekiti".** This research is in partial fulfilment of the award of Bachelor of Science (B.Sc.) in Sociology. I am strongly appealing that you take time from your tight schedule to answer these questions appropriately. Every response would be treated with utmost confidentiality and will be used strictly for academic purpose.

Thank you.

Instruction:

Please, tick ()□ in the box that depicts your answer. Otherwise, answer the question where necessary.

Section A: Respondents Characteristic

1. Sex:

A) Male [ ]

B) Female [ ]

2. Age:

A) 26-35 [ ]

B) 36-45 [ ]

C) 46-55 [ ]

D) 56-65 [ ]

3. Marital Status:

A) Single [ ] B) Married [ ] C).Others (specify)...................................

4. Educational qualification:

A). WASE/NECO/GCE [ ] B) OND/NCE [ ] C) HND [ ]

D) BSC [ ] E) M.Sc [ ] F) PhD [ ]

5. Which Department are you working in FUOYE?

A) Faculty of Arts and Humanities [ ]

B) Faculty of Social Sciences [ ]

C) Faculty of Science [ ]

D) Faculty of Agriculture [ ]

E) Faculty of Engineering [ ]

F) Faculty of Management [ ]

G) Others (specify)...

6. For how long have you been employed as a staff in Federal University Oye-Ekiti?

A) 0 - 2 years [ ]

B) 3-5 years [ ]

C) 5 years - till date [ ]

Section B: Knowledge and Causes of Conflict in Organization

1. Have you witnessed conflict anywhere before working in FUOYE?

A) Yes.   [ ]

B) No   [ ]

C) Don't Know [ ]

2. Briefly describe the conflict you said to have witness..

3. What is the outcome of the conflict?

A) Very bad [ ]

B) Yield positive results [ ]

C) Mixed outcome [ ]

D) Nothing [ ]

4. With your experience of what conflict is, has FUOYE witnessed conflict before?

A) Yes [ ]

B) No [ ]

C) Don't know [ ]

5. If "Yes" what types of conflict have ever occurred in this Institution?

A) Management and employees conflict [ ]

B) Intra-Management conflict [ ]

C) Management and host community conflict [ ]

D) Management and students conflict [ ]

E) All of the above [ ]

6. Please, kindly itemize the peculiar domestic causes of conflict in FUOYE?

A) Poor communication [ ]

B) Poor organizational policies/objectives [ ]

C) Corruption on the part of management [ ]

D) Poor management pattern [ ]

E) Ineffective reward system [ ]

F) Lack of transparency on the part of management [ ]

G) All of the above [ ]

H) Others (specify)…………………………………

7. Specify the number of conflicts you have witnessed in FUOYE …………………

8. What is the nature of the conflict you have witnessed in FUOYE?

A) Boycott/Strike [ ]

B) Protest (Peaceful/Violent) [ ]

C) All of the above [ ]

D) Others (specify)……………………………………………..

9. What method was used to resolve the conflict on each occasion?

A) Dialogue [ ]

B) Third party [ ]

C) Coercion [ ]

D) Swept under carpet [ ]

E) All of the above [ ]

F) Others (specify) ……………………………………………..

10. Did the method solve the conflict?

A) Permanently [ ]

B) Temporarily [ ]

C) Not at all [ ]

Section C: Strategies of Conflict Management and the Effectiveness of the Strategies

Please Tick the relevant choice. **SA- Strongly Agree A-Agree N-Neutral DA-Disagree**

SD-Strongly Disagree

	Options	SA	A	N	D	SD
1	Management always resolve crisis via dialogue					
2	Third party is always explore to settle crisis between management and workers/students					
3	Coercion is always used by management to resolve conflict					
4	Management shun crisis party to resolve feud					
5	Causes of crisis are swept under carpet to settle conflict					
6	All the above stated techniques of resolving crisis is seems to be effective					
7	So far, dialogue is the most effective strategy of settling conflict in FUOYE					

Section D: Impact of Conflict on Worker's Productivity

	Options	SA	A	N	D	SD
1	Conflict always affect worker's mind set to work					
2	Conflict make workers to stay away from work					

3	Works are totally abandon during crisis					
4	During crisis there is backlog of work					
5	Crisis affect academic calendar in Fuoye					
6	Productivity is totally affected during crisis					

Section E: Impact of Effective Conflict Management on Organizational Performance.

	Options	SA	A	N	D	SD
1	When crisis is manage well, things move on well					
2	Adequate crisis management enables workers to work well					
3	Administrative work are smoothly run when the best conflict technique is explore					
4	Organisation attain its goals and objectives when conflict is amicably resolve					
5	FUOYE performs better when conflict is best resolve					